Madera Community College Educational Master Plan

2020-2025

May 19, 2020

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Dear Colleagues,

On behalf of Madera Community College (MCC), I am pleased to present our 2020-2025 Educational Master Plan. This is our inaugural Educational Master Plan, developed to guide our work in conjunction with our goal of MCC becoming the 116th and newest community college in the state. This plan was developed during the 2019-2020 academic year and was the result of reflection, discussion, and work facilitated by MCC and Oakhurst Community College Center constituents.

This Educational Master Plan is an essential component of the College's integrated planning process and aligns with our mission: "Empowering our students to succeed in an ever-changing world". Our vision of building effective partnerships, strengthening communities and transforming lives is based upon this plan. Special thanks go out to the entire college community for their involvement in this project and for the many hours of work invested in this plan's development. Led by our Senior Research and Planning Analyst, we reviewed extensive data within the college's internal and external environmental scans, reflected upon an extensive amount of quantitative and qualitative data, identified the needs of the college and community served by the college, and then developed overarching goals for the next five years.

I would also like to thank everyone who engaged with our consultants during our spring Opening Day and College Hour. By being engaged, you truly helped ensure that this was a collegial, collaborative, and inclusive planning process.

This Educational Master Plan is the foundation for all Madera Community College's planning processes and is the central reference point for the college's future strategic plans, program plans and reviews, institutional outcomes, and resource allocation. Always dedicated to the highest standards of equity and inclusivity, this plan documents our commitment to serve our students and strengthen our community. We will strive to provide our students, staff, faculty and administration the support that each group needs through connection, collaboration, trust and accountability, as well as maintaining a safe and welcoming environment for each group.

Again, thank you to all who provided input during this Educational Master Plan development process. This will be the foundation of how we can best serve our students for years to come.

Angel Reyna

President, Madera Community College

May 2020

INTRODUCTION

Purpose of the Educational Master Plan Development (2020-2025)

The purpose of the Educational Master Plan is to review current institutional educational strategies and goals and then, align them with reality-based program development and resource allocation plans. The Educational Master Plan is a forecasting document, looking ahead five years into the future to meet the needs of the local and regional communities.

Madera Community College Center is in the process of becoming a fully accredited college; having already achieved candidacy, the Center will now be referred to as Madera Community College. Oakhurst Community College (Outreach) Center continues as Madera Community College's off-site outreach campus. This document will focus on information related to both Madera Community College and Oakhurst Community College (Outreach) Center to demonstrate their joint capacity to meet the needs of the Northern region of the State Center Community College District (SCCCD). For the purposes of this document, discussion of Madera Community College incorporates Oakhurst Community College (Outreach) Center unless otherwise noted.

The Educational Master Plan of Madera Community College is inaugural in nature. It is the first of its kind in preparation for becoming a stand-alone college; and it is foundational in mapping out imminent and far-reaching next steps as a trusted and significant collaborator and leader within Madera County and the Central Valley of California.

Madera Community College began formulating its Educational Master Plan in late October 2019. The leadership team engaged a consultant to guide the process. Planning sessions were conducted both on campus and through Zoom with various constituencies including the administrative leadership team, deans, program directors, faculty, classified staff, students, and the Guided Pathways Committee. Planning activities also occurred during the campus-wide Opening Day Session and College Hour. In addition, past reports and current strategic documents required for the accreditation process were reviewed to both inform and shape this Educational Master Plan. The resulting Educational Master Plan takes into account the present status of Madera Community College and Oakhurst Community College (Outreach) Center within the organizational structure of California's Community College System, as well as presents the effective efforts towards stand-alone college accreditation.

District Overview

California's higher education system includes seventy-three Community College districts throughout the state. One of those districts is the State Center Community College District (SCCCD). Established in 1964, the State Center Community College District "serves approximately 1.7 million people and 22 unified and high school districts in more than 5,743 square miles of urban and rural territory, including most of Fresno and Madera counties and portions of Kings and Tulare counties" (https://www.scccd.edu/about/index.html). Currently, SCCCD consists of four colleges, with Madera Community College as its newest in the district. The three other colleges are located in Fresno, Reedley, and Clovis. Until recently achieving Candidacy, Madera Community College was a Center of Reedley College and Oakhurst was the outreach center serving the northern part of the district in Madera County.

Mission & Vision of the State Center Community College District

Mission Statement: State Center Community College District (SCCCD) is committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness which will transform our region.

Vision Statement: Empowering through Educational Excellence

FIGURE 1 STATE CENTER COMMUNITY COLLEGE DISTRICT

Source: SCCCD Website, http://www.scccd.edu/index.aspx?page=163
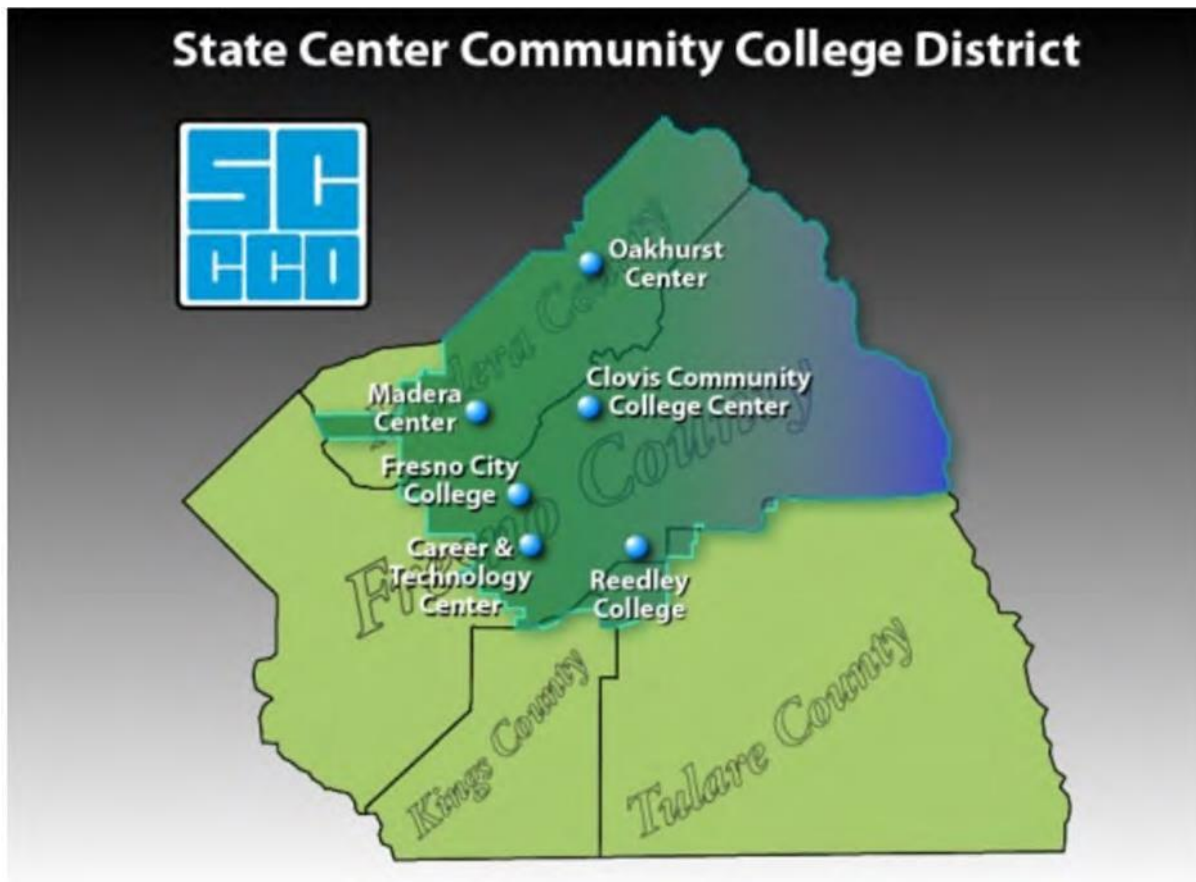
Responding to the educational needs of the residents of Madera County,
Madera Community College began offering classes in 1988 as a Center in partnership with Madera High School. Mirroring its collaborator and neighbor, Oakhurst Community College (Outreach) Center also offered classes at Yosemite High School as early as 1984. Both Madera Community College and Oakhurst Community College (Outreach) Center moved to their present sites in 1996.

Madera Community College

Madera Community College (MCC) has been an essential part of Madera County for over 26 years. Madera Community College provides an affordable, quality education to approximately 4,500 students per year who are residents of Madera County and nearby communities. Student success is the focus of Madera Community College with comprehensive, innovative programs in transfer/general education, occupational education, and developmental education. The modern administration building located at the center of the campus includes a library, assembly hall, admissions and records, student services, and offices. The current 50,000 square foot academic village complex houses science, computer, and art laboratories in addition to a 150-seat lecture hall, classrooms, and administration and faculty offices. Distance learning courses also are a priority, providing online courses and linking the Madera Community College with other District sites.

The college offers traditional classes during the day, evenings, and Saturdays, as well as online classes. Five hundred sixty courses are offered annually in 38 areas of study. In addition to its academic offerings, the college also provides a multitude of student services, including but not limited to, academic counseling, assessment testing, bookstore, career services, child development center, outreach and recruitment services, disabled students programs and services, early alert program, financial aid, health services, internet café, library learning resource center, scholarship resources, transfer services, tutoring services, veterans services, STEM and Reading & Writing centers.

Initially operating at Madera High School, a dedicated site of 114 acres for the Madera Community College Center was opened in August 1996. The Madera campus is located on Avenue 12 just east of Highway 99 at the edge of the City of Madera. Approximately 25 of the 114 acres were developed to complete the initial campus. This first campus consisted of 25 relocatable classrooms, one of which housed the Child Development Learning Center and childcare-related programs, and a permanent student services building.

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

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

In October 2018, SCCCD broke ground on the Center for Agriculture and Technology (CAT); the ribbon-cutting ceremony took place on January 9, 2020.The new building provides additional laboratory and classroom space to benefit existing and new vocational training programs. The building is approximately 10,000 square feet and houses general educational classrooms, a plant science lab, faculty offices, and shops for agricultural mechanics, welding, and industrial maintenance.

Oakhurst Community College (Outreach) Center

The Oakhurst Community College (Outreach) Center (OCCC) is a geographically isolated outreach campus in the foothills of the Sierra Nevadas. The campus is located in the Central Business District of Oakhurst on a 2.5-acre site near the intersection of California Routes Hwy 41 & Hwy 49 on California Route 41 between the City of Fresno and Yosemite National Park. The outreach campus is housed in nine portable buildings in the heart of this Sierra foothill community adjacent to the Oakhurst branch of the Madera County Library. OCCC is presently comprised of nine classrooms, including a science lab, three distance learning classrooms and two computer rooms. The distance learning classrooms are designed for synchronous multi-way audio visual connectivity.

Oakhurst Community College (Outreach) Center is currently serving around 1000 students and generating approximately 220 FTEs per annum. Students can complete coursework leading to 12 associate degrees and transfer programs at OCCC. Approximately 60 class sections are available to students for general education and transfer each semester. Courses associated with CTE programs offered at OCCC include Criminology, Child Development, and Office Technology, as well as Business and Natural Resources courses that are offered via two-way interactive videoconferencing.

All instructional and student support service programs are aligned with and supported by Madera Community College. In addition, facilities and other administrative services are also coordinated with MCC. Classified staff and faculty from Madera Community College support students at the Oakhurst outreach campus by providing student support services on a limited basis, including but not limited to: academic counseling, assessment testing, textbook delivery by courier and mobile bookstore, career & job development services, outreach and recruitment services, disabled students programs and services,

early alert program, financial aid, health services, open computer lab, academic success center and tutoring services, scholarship resources, transfer services, and veterans services.

Accreditation Journey

The 2015-2025 Reedley College District Educational Master Plan identified stand-alone college accreditation of Madera Community College Center as a key goal to be achieved no later than 2025. As a result of endless hours of action, dialogue, planning, revising, and improving, Madera Community College Center and its integrated outreach campus, Oakhurst Community College (Outreach) Center, was on track to become an accredited stand-alone college much sooner than anticipated. With organizational foresight, Reedley College put in place institution-wide change initiatives, mindful of the eventual "separateness" of these two entities. This mindfulness was demonstrated in different ways. One straightforward intervention was to begin differentiating some of the budget codes early on. Other interventions included nurturing strong partnerships in joint learning in such district-wide endeavors as the establishment of Institution-Set Standards and Guided Pathways, which set the foundation for MCCC and OCCC to carry on the work.

Accreditation Timeline

Acceleration of the accreditation process began with the submission of the Madera Community College Center Needs Assessment, which was submitted to the Chancellor in June 2018. By March 2019, the Board of Governors approved the Needs Assessment and authorized MCCC to proceed with accreditation. At the same time, the required Eligibility Report was sent to the Accrediting Commission for Community and Junior Colleges (ACCJC); and MCCC hired its first President, Mr. Angel Reyna. By July 2019, ACCJC confirmed the eligibility of MCCC to begin the accreditation process. In addition, the Board of Trustees approved MCCC's Institutional Self-Evaluation Report, and then sent the report to ACCJC for review. By the end of October 2019, the new Mission, Vision, and Values were accepted by the Board and MCCC. From October 21-24, 2019, a Peer Review Team assigned by the ACCJC visited the Madera College Community Center and associated Oakhurst outreach center to evaluate "the Candidacy Application according to Eligibility Requirements, Accreditation Standards, Commission Policies, and United States Department of Education (USDE) regulations" (Peer Team Report). The ten-member accreditation team reviewed documents policies, and procedures as well interviewed multiple internal and external constituencies associated with MCCC and OCCC. The graphic below provides a snapshot of the accreditation timeline.

MCCC ELEGIBILITY, CANDIDACY AND INITIAL ACCREDITATION STEPS AND TIMELINE

Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Beyond 2020
Board of Governors (BOG) Initial Approval								
eliminary Notice	Collaborative Meeting With CCCCO	Needs Assessment Submission	Agenda Item Added to BOG	*BOG Authorization to Proceed*				
	Letter of Intent							
	Needs Assessment Preparation							
ACCJC Step 1 - Establishing Eligibility for Accreditation								
Accreditation Inquiry	Eligibility Report Preparation			Eligibility Application Submission	ACCJC Review and Commission Action			
	Eligibility Requirements, First Draft				*Commission Determination: Eligibility Confirmed*			
ACCJC Step 2 - Establishing Candidacy for Accreditation								
			ISER Preparation and Constituency Review	ISER Submission	Commission Site Visit		*Commission Determination: Candidacy Confirmed*	Institution Placed on a 7-year Reaffirmation Cycle
					Title IV Application			
RC/MCCC STEPS IN SUPPORT OF ACCREDITATION								
creditation ics Training aculty, Staff & ninistrators	**ALO Liaison, Faculty Accreditation Coordinator, Taskforce**		Advertise Campus President Position	Hire New Campus CEO Reports to RC President	Hire New Campus CBO	Campus President Reports Directly to Chancellor	OPEID, Financial Aid & Admissions and Records Transition	Curriculum Transfer, Committee Structure
			Hold Informational Open Forums	Advertise CBO Position				

Revision: May 7, 2018

SCCCD, District Presentation

Below are the additional steps taken to achieve accreditation:

- January 2020 – Achieved Candidacy
- March 2020 – Follow up report provided to ACCJC
- April 2020 – Virtual visit with ACCJC

Candidacy

On January 27, 2020, the Accrediting Commission for Community and Junior Colleges granted Candidacy to Madera Community College. Candidacy is a formal affiliation status granted to institutions that demonstrate the ability – as it continues to develop – to fully meet all the Accreditation Standards and Commission policies within the two-year candidate period. During candidacy, the institution undertakes the necessary steps to reach demonstrable and complete compliance with accreditation standards. In March 2020, MCC submitted its follow-up report, which demonstrated resolution of all requirements for compliance with accreditation standards and commission policies identified in the Commission's Action Letter awarding candidacy. The College also submitted a Quality Focus Essay (QFE) and related evidence to the Commission for review.

FRAMEWORKS FOR PLANNING

All institutions require structures and processes to organize themselves in order to engage in effective work to achieve their goals and accomplish their mission. These structures and processes take many shapes such as policies, procedures, and organizational charts. Throughout the ongoing stages of accreditation, Madera Community College established its Governance Structure and its Integrated Planning Process as operational methods to achieve the goals set forth by the California Community Colleges' *Vision for Success*.

Vision for Success

"California Community Colleges (CCCs) are designed around the idea: that higher education should be available to everyone" (https://vision.foundationccc.org/executive-summary). This commitment to accessibility has made it possible for many people to enter higher education through the doors of California Community Colleges. Through this open access, the California Community Colleges provide paths for collegiate degrees, career development, workforce training, and adult education. The CCCs' *Vision for Success* set forth the following goals:

> GOAL 1: Completion Systemwide, increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22.
>
> GOAL 2: Transfer Systemwide, increase by 35 percent the number of CCC students transferring annually to a UC or CSU by 2021-22.
>
> GOAL 3: Unit Accumulation Systemwide, decrease the number of units accumulated by CCC students earning associate degrees, from an average of approximately 87 total units to an average of 79 total units by 2021-22.
>
> GOAL 4: Workforce Systemwide, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69% to 76% by 2021-22.
>
> GOAL 5: Equity Systemwide, reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.
> (https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_Exec_Summary_web_2019.pdf)

Every college is required that their goals are aligned with the systemwide priorities and the goals listed above, to ensure that the entire system is moving in a consistent direction.

Student Centered Funding

One integral aspect of the *Vision for* Success is the Student-Centered Funding Formula. This formula is focused on ensuring community colleges are funded - at least in part, by how well their students are faring. The formula takes into account three elements:

- A base allocation, which largely reflects enrollment.

- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.

- A student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units and the number of students who have attained the regional living wage.

The table below depicts the final phase of the SCFF, however state-level decisions have paused the process as some districts struggle with loss of funding. There has been no indication that the final allocation will not stand, however there may be some revisions to the calculations.

FIGURE 3 SCFF ALLOCATION DISTRIBUTION

Allocation & Distribution	Base	Supplemental	Student Success
Percentage	60%	20%	20%
Includes	• Fulltime Equivalent Student (FTES)	• Equity • Low-income (Promise, Pell) • AB 540	• Degrees • Certificates • Transfer • Obtain a living wage

*3 Year phase-in. SCFF "Hold Harmless" provision for 3 Years 2018-19, 2019-20 & 2020-21

MCC Research & Planning Office

The Student-Centered Funding Formula's metrics are in line with the goals and commitment set forth in the California Community Colleges' Vision for Success.

FIGURE 4 STATE CENTER FUNDING FORMULA

	70/20/10 2018-19	65/20/15 2019-20	60/20/20 2020-21
District	State Center	State Center	State Center
Base Allocation	$ 128,829,501	$ 119,059,466	$ 109,260,695
Supplemental Allocation	$ 45,236,856	$ 45,236,856	$ 45,236,856
Student Success Allocation	$ 17,879,592	$ 26,819,388	$ 35,759,184
Total New Funding Formula	$ 191,945,948	$ 191,115,710	$ 190,256,735

2017-18 P2 TCR + COLA (2.71%) Hold Harmless	$ 178,284,000	$ 178,284,000	$ 178,284,000
2018-19 Student Centered Funding Formula (SCFF)	$ 191,945,948	$ 191,115,710	$ 190,256,735
Additional Funding	$ 13,661,948	$ 12,831,710	$ 11,972,735
Less than 2018-19		$ (830,238)	$ (1,689,213)

https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula

Integration with district planning plays a vital role in the ability of Madera Community College to fully implement its Educational Master Plan. The district's role in the decision-making process directs campus constituents as they determine how to align district plans, college plans, and resource allocation. The District's strategic planning for resource allocation, facilities, and technology strongly influence the development of Madera Community College plans. The alignment of strategic plans is essential as it supports the MCC mission. MCC constituents participate on district planning committees and councils. Active participation ensures campus involvement in the decision-making process and establishes channels for communicating decisions that impact future planning.

The District Budget and Resource Allocation Advisory Committee (DBRACC) is the district's highest-level financial resource planning body. Representatives on DBRACC derive from all campuses and district staff. Campus representatives are selected by their constituencies. Member serve a two-year term and students serve a one-year term.

DBRACC is the recommending body for district-wide allocation planning. The scope of work consists of making recommendations regarding the distribution of district resources, and to provide input on financial matters of the district. The committee evaluates the district resource allocation model each year to ensure its effectiveness and compliance related to financial resources. The resource allocation model is the fundamental tool used to plan the distribution of district resources, and the committee assesses the process to ensure that it is an equitable distribution plan. All Colleges, including Madera Community College (Oakhurst is included in MCC), have their own allocation formulated by the Resources Allocation Model.

Resource distribution plan recommendations are reported to Chancellor's Cabinet for consideration by the committee chair.

Guided Pathways

Another integral component of the CCC's *Vision for Success* is the implementation of Guided Pathways. The Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success in their academics and career in a timely manner. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

A fundamental goal of Guided Pathways is to increase the rate at which students experiencing equity gaps earn college credentials. One outcome is to close the gaps for low-income students, students of color, returning adult, students with disabilities, and groups that have historically been marginalized and/or underrepresented. Guided Pathways provides a holistic approach to student success.

Guided Pathways Pillars

- Clarify the Path – Create clear curricular pathways to employment and further education.

- Enter the Path - help students choose and enter a program pathway.

- Stay on the Path - help students stay on their path.

- Ensure Learning is Taking Place - Ensure that students are learning with intentional outcomes.

Key Elements of Guided Pathways

- Fully mapped out and aligned programs with further education and career advancement.

- Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.

- Responsive student tracking systems aligned with interventions and resources to help students stay on the pathway, persist, and progress.

- Instructional support and co-curricular activities aligned with classroom learning and career interests.

- Structured onboarding processes including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get off to the right start in college.

- Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.

As detailed in the visual below, the Vision for Success is supported by the Student-Centered Funding Formula and is operationalized through the Guided Pathways Pillars. It should also be noted that the institution is invested in operationalizing this vision, demonstrated by embedding its Institutional Set Standards within this framework. The standards are described later in this document as part of the student achievement discussion.

FIGURE 5 VISION FOR SUCCESS

MCC Office of Planning and Research

From the outset of its accreditation journey, Madera Community College understood the necessity to make transparent, sensible and far-reaching institutional decisions. Therefore, the college developed its Governance Structure, its Integrated Planning Process as well as its Model for Planning and Decision-Making to operationalize California Community Colleges' *Vision for Success* in Madera County.

Governance

To meet Accreditation Standard I.B.9, the institution engaged in continuous, broad, systematic evaluation and planning around the governance structure. The Madera Community College Governance Handbook describes the structure and operating agreements for institutional governance and decision-making at Madera Community College. These descriptions of how groups are formed and how they function are, in essence, descriptions of how Madera Community College ensures that the voices of the College's constituent groups are heard in making recommendations.

By documenting governance and institutional decision-making practices, this handbook promotes a common understanding of processes, helps to ensure consistent application of policies and practices, encourages broad participation in campus matters, and supports the College's continuous quality improvement.

Madera Community College's participatory governance is built upon transparency, accountability, and good faith efforts of all constituents. All decisions are grounded in the mission/vision/values of the college and focus on the best interest of students and their success.

The handbook was developed using sincere and collegial self-reflection by representatives of all college constituent groups who were united by the vision of establishing structures, processes, and communication channels that will support ongoing College growth and improvement. College processes, including those described in the handbook, will be systematically reviewed and revised as part of the institutional cycle of continuous quality improvement.

In the fall 2019 the campus engaged in continuous conversations that led to the college-wide governance structure revealed during the spring semester opening day. College Council is comprised of representatives from all constituent groups and serves as the college-wide decision-making body. The three committees that report directly to College Council include the Guided Pathways, Equity, and Administrative Planning Committees. Representatives from all constituent groups met to create draft operating agreements which were disseminated to the campus on February 24, 2020. Constituent groups met to provide feedback on the drafts. College Council reviewed and approved the final drafts on March 20, 2020.

The graphic below provides its current configuration.

FIGURE 6 GOVERNANCE STRUCTURE
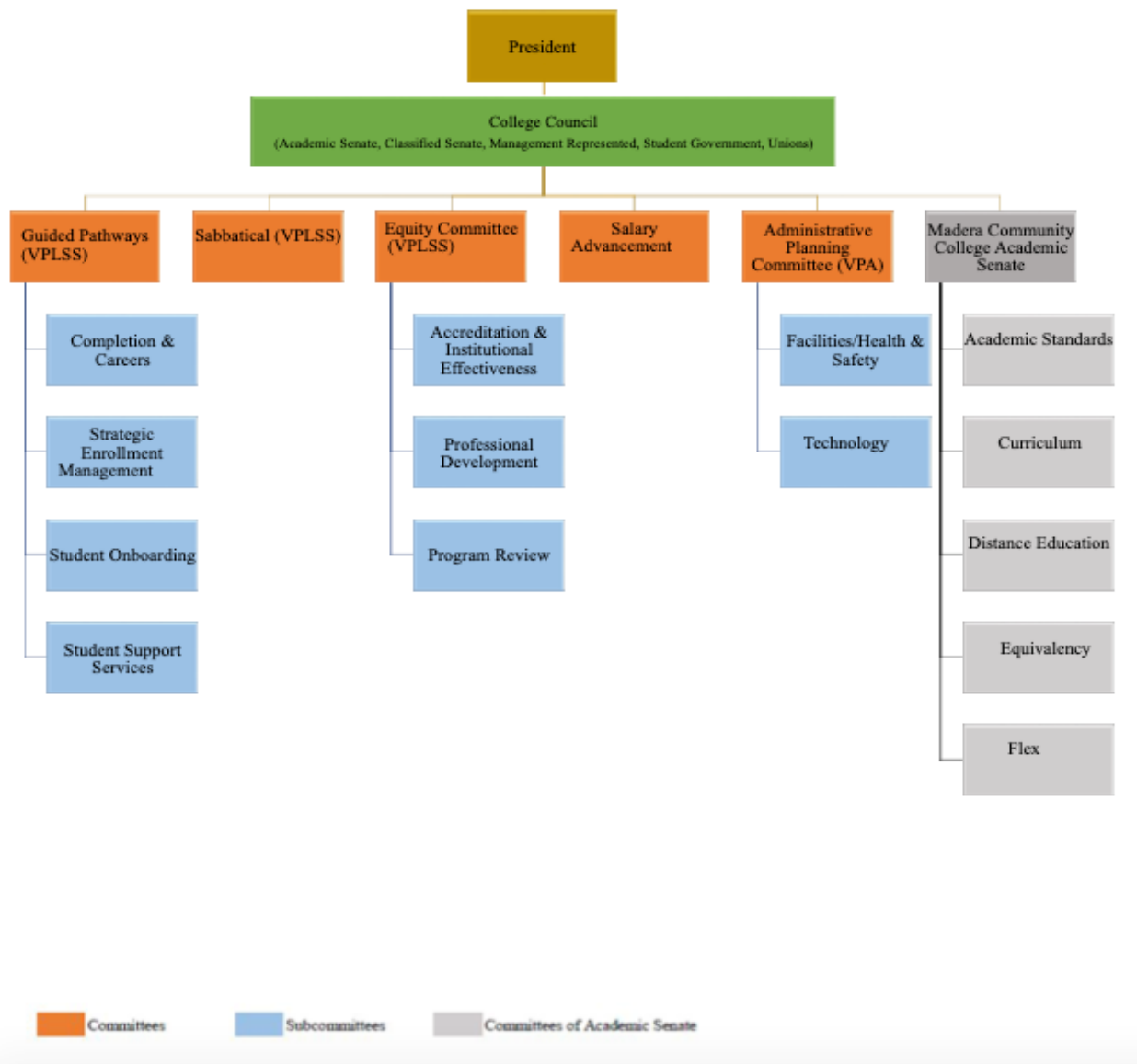
MCC President's Office

Academic Senate

The Academic Senate consults collegially with administration and other appropriate constituency groups on all academic and professional matters as defined by Title 5 53200 and Education Code 70901. These items are collectively referred to as "10+1".

1. Curriculum, including establishing prerequisites & placing courses within disciplines

2. Degree & certificate requirements

3. Grading policies

4. Educational program development

5. Standards or policies regarding student preparation & success

6. District & college governance structures, as related to faculty roles

7. Faculty roles in accreditation processes

8. Policies for faculty professional development activities

9. Processes for program review

10. Processes for institutional planning & budget development

+1. Other academic & professional matters, as are mutually agreed upon between the governing board and the academic senate.

Standing Committees of Academic Senate

- Academic Standards
- Curriculum
- Equivalency
- Flex Day
- Distance Education

Classified Senate

The purpose of the Classified Senate is to serve in an advisory and recommendation role through participation of its elected and appointed classified professional members in college and district planning, policy, and decision-making processes. Title 5, section 51023.5(a) (4) states that "staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures that…have or will have a significant effect on staff."

Participation in local decision-making affirms that recommendations and positions developed by classified professionals will be given every reasonable consideration prior to action on campus matters.

The Classified Senate, or its representatives, shall consult collegially as members of college committees to make recommendations to the College President or his/her designee.

Associated Student Government (ASG)

The purpose of the Associated Student Government is to serve as a liaison between the students and faculty and administration. ASG advocates on behalf of students' issues as well as participates in the shared governance of the college. Above and beyond the college, ASG represent the college's students' voices at the campus, district, region, and state levels.

ASG has the following elected roles for students to serve in; President, Vice President, Secretary Inter-Club Council President, Activities Commissioner and a Representative.

Implementation of College Hour

During the Fall 2019, several Guided Pathways meetings took place. The goal of the sessions was to create an opportunity to work collaborative on GP work. Sessions often became a question and answer space rather than workspace. Participation was inconsistent. Therefore, the GP Core Team made a recommendation to the president to establish a campus-wide college hour. College-hour is a dedicated time, once a week, for the college faculty, administrators, students and staff to engage in collaborative

work on specific topics. College Hour began in the spring 2020 and is held every Friday at 2:00pm. This is a unique and bold opportunity for the campus to come together, work collectively and move away from silos. College Hour provides an opportunity for groups who usually do not get an opportunity to participate in campus committees to have their voice heard. As a result, College Hour offers a venue to raise concerns, provide feedback, and recommendations for campus improvement. The agreed upon goals for College Hour are:

- Fulfill the College's mission, visions, and values.

- To execute the work of the College.

- To improve communication on college-wide work.

- Collectively move Guided Pathways work.

- To strengthen the participatory governance at the College.

Integrated Planning

The Integrated Planning process implemented at Madera Community College guides the institution in its pursuit of unrelenting improvement of student success through equity and inclusion, trust and accountability, connection and collaboration.

FIGURE 7 INTEGRATED PLANNING CYCLE
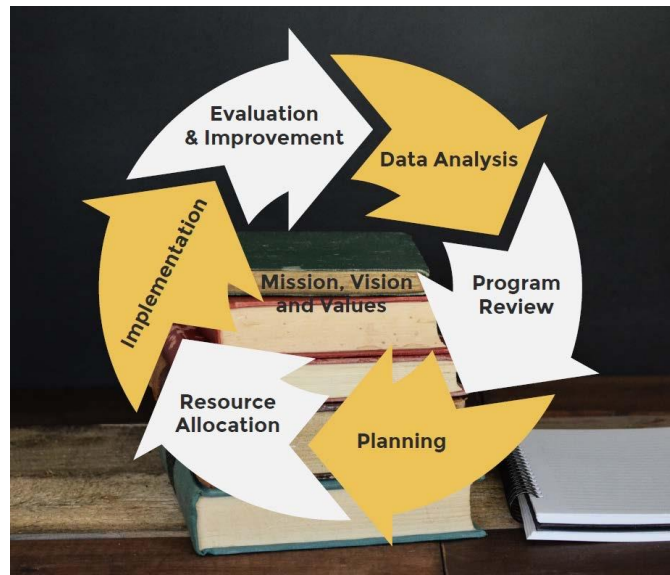
MCCC Integrated Planning and Resource Allocation Handbook 2020

Integrated Planning Process

The process is comprised of a systematic cycle: data analysis, program review, planning, resource allocation, implementation, and evaluation and improvement. The systematic cycle is founded on the college's mission and vision with all planning efforts encompassing the institution's mission goals identified in Madera Community College's Strategic Plan.

Data Analysis

The analysis of quantitative and qualitative data guiding the dialogue and integrated planning efforts of the college. Such are sources of data in the form of survey results, program reviews, student learning assessments at the course, program and institutional levels, Educational Master Plan, State Center Community College District (SCCCD) Fact Book, and community input through advisory committees. Madera Community College collects and manages data and information needed to support the evaluation component of the collaborative decision-making process. The "SCCCD Fact Book" that is issued annually contains summary information on the colleges, centers, and district that is used as part of the data analysis for planning. The following are some of the tools to be used for data collection and review:

- Surveys

- Advisory Committees

- Program Reviews/Annual Reports

- SLO Assessments

- Planning Document Reports (e.g., Educational Master Plan, Strategic Plan, District Facilities Master Plan, SCCCD Fact Book)

- Communication and Dialogue

- Electronic and Printed Reports

- College Council Meetings

- Department Chairs/ Meetings

- Opening Day, Flex Day

- Committee Meetings/Open Forums

Program Review

The Program Review process for Madera Community College is designed to systematically assess instructional programs, non-instructional programs, and administrative services using quantitative and qualitative data including student learning data for the purpose of fulfilling the college's mission. Program Review assesses the degree to which programs and services effectively support the mission, vision, values, strategic plan, and educational master plan. It guides and supports curriculum development, college planning, decision-making, and resource allocation. The Program Review elements include:

- Program Description/Unit Description
- Certificate and Degree offerings and Courses offered
- Data & Equity measures
- Description of Student Learning Outcomes (instructional) / Program Outcomes
- Description of other measures used to assess program progress
- External feedback
- Plan of action including goals

Program Review/Student Learning Outcomes (PR/SLO) Committee

Purpose

The Program Review/Student Learning Outcomes (PR/SLO) Committee oversees the college's PR/SLO processes in order to facilitate intentional self-evaluation and planning, and to provide training, advisement and assistance to administration, instructional, and non-instructional programs/services in completing the PR and SLO processes. The committee serves as the campus conduit for decision-making regarding the processes and results of Program Review and Student Learning Outcomes by forwarding information to appropriate committees, aiding in short-range planning, and contributing to long-range program planning and resource allocation.

- Provide guidance and training in developing PR/SLO reports.

- Review PR/SLO reports and provide written feedback to programs and formal action on the substantiation of goals and objectives.

- Provide program-specific recommendations to support program goals and planning based on information presented to the committee during the review process.

- Create, monitor, and update the PR/SLO handbook.

- With the advice and consent of the Academic Senate, review matters pertaining to Program Review and to the College's immediate and long-range plans to integrate student learning outcomes and assessments at the course, program, and institutional levels.

- Work with the Curriculum Committee to establish policies and procedures concerning the institutionalization of PR, SLOs, and assessments at MCC.

- The committee will develop, write, evaluate, and update PR/SLO forms and procedures in collaboration with other constituencies, as appropriate.

- Review and evaluate the effectiveness of the PR/SLO processes, policies, and procedures and provide an annual report of activities and actions to College Council, the Academic Senate, and other constituencies.

Committee's Charge

The Charge of the PR/SLO Committee is to elicit board perspectives and advice regarding learning goals for all Madera Community College students, faculty, administrators, and staff. This group provides an advisory linkage to the Academic Senate on matters pertaining to the College's immediate and long-range plans to integrate student learning outcomes and assessment at the course, program, and institutional levels. With the advice and consent of the Academic Senate, this group reviews core competencies for LPC students and develops strategies and timelines for incorporating and coordinating these competencies into learning outcomes inherent in courses and programs. The Student Learning Outcomes group works with the Curriculum Committee, Program Review, and Staff Development, establishing policies and procedures concerning the institutionalization of SLOs and assessment at LPC, which will be brought to the Senate for review and approval. In addition to providing support and materials needed for the development of SLOs and assessment, this group also coordinates, collects, and archives assessment activities in all sectors and organizes campus dialogue process concerning student learning outcomes and assessment. Below are the tentative assessment cycles for both Institutional Learning Outcomes and Program Review.

FIGURE 8 STUDENT LEARNING OUTCOMES ASSESSMENT CYCLES

Tentative SLO's Assessment Cycles (DRAFT V.1 4/2020)				
SLOs/Unit Outcomes	FA20	SP21	FA21	SP22
Communication Skills		x		
Critical Thinking and Problem Solving			x	
Community and Global Awareness	x			
Personal Responsibility and Development				x
Cultural Competency			x	

Program Review/Student Learning Outcomes Committee

FIGURE 9 PROGRAM REVIEW ASSESSMENT CYCLES

Tentative Program Review Assessment Cycle (DRAFT V.1 4/2020)				
Program	FA20	SP21	FA21	SP22
Accounting		x		
Agriculture Business		x		

ASL				x
Biology		x		
Business Administration	x	x		
Chemistry			x	
Child Development			x	
Communication				x
Composition (English)			x	
Computer Science		x		
Creative Writing			x	
Criminology				x
Economics	x			
Engineering		x		
ESL			x	
Food & Nutrition	x			
Forestry/Natural Resources		x		
Geography			x	
Health Science				x
History	x			
Information Systems		x		
Languages (Spanish)			x	
Linguistics			x	
Literature			x	
LVN Program				x
Maintenance Mechanic	x			
Manufacturing Technology	x			
Mathematics	x			
Mechanized Agriculture				x
Music Art		x		
Office Technology			x	
Philosophy				x
Physical Science		x		
Physics		x		
Plant Science		x		
Political Science				x

Psychology		x		
RN Program				x
Sociology		x		
Non-Academic				
Administrative Services Office			x	
Admission and Records			x	
Articulation			x	
Assessment			x	
Building Services				x
Business Services Office				x
Cal WORKS			x	
Career Center			x	
Computer Services				x
Counseling			x	
Financial Aid			x	
Food Services				x
Health Services				x
Honors Program		x		x
Library Services		x		
STEM Center				

Program Review/Student Learning Outcomes Committee

Planning

Continuous communication and relationship building at the district, college, and community levels are essential to the integrated planning efforts of the institution. The SCCCD Strategic Plan goals drive the college's plans as evidence of continuity between the district and its colleges and centers. At the institutional level instructional programs, and student support programs are inter-connected with the overarching goals of continuous improvement of student learning.

The college's strategic goals are reviewed based upon the previous years' efforts as well as the Educational Master Plan recommendations. Objectives are established to reach these goals through the College Council, with validation by the faculty, administration, and classified staff as part of the fall Opening Day activities. Baseline data has been established for the objectives as part of the evaluation on progress made towards the respective goals. The planning tools include:

- Educational Master Plan
- Strategic Plans
- Associated Plans (e.g., Guided Pathways, Technology, Enrollment Mgt.)

- Integrated Planning/Participatory Governance Handbook

- President's Goals

- Communication and Dialogue:

  - Unit Plans

  - Committees and Council Meetings

Resource Allocation

The connection between planning and resource allocation is vital to the collaborative decision-making process for Madera Community College. The funding process for the overall operation of the district and colleges/centers involves a series of meetings with the constituents followed by approval by the Board of Trustees. At the campus level, budget requests are submitted annually by unit or program. A prioritization list is created based on the budget requests submitted, and the list guides the allocating of funds. The Administrative Planning Committee is charged with reviewing the budget requests, creating the prioritization list, and making a budget recommendation to the College President. The College President has final approval on the budget. The allocation of funds is communicated through the Administrative Planning Committee and College Council.

In terms of staffing, Madera Community College through the resource allocation process, completes a staffing gap analysis by program, departments, or division for both academic and classified positions. Presentations are prepared and presented to all who attend the presentation meeting. Attendees are given the opportunity to rank the staffing requests for both academic and classified positions. All staff are encouraged to attend. Resource Allocation tools include:

- Resources Allocation Process

- Special Project Funding Request

- Organizations

  - College Council

  - Administrative Services Committee

  - Divisional Representatives

  - President's Cabinet

  - Chancellor/Board of Trustees

  - State Center Foundation

- Communication and Dialogue:

  - Committee Meeting Minutes and Reports

  - Newsletters, Forums, Meetings

Implementation

Upon completion of the plans and resource allocation process, the implementation process involves collaboration amongst all staff (administration, faculty and classified) depending on the nature of the project and funding. College Council provides oversight and guidance as institutional plans are

implemented throughout the year. Updates are discussed and shared with the college. Implementation tools include:

- Planning Committees
- Communication and Dialogue:
    - President's Cabinet
    - President's Advisory Cabinet
    - College Council Oversight

Evaluation and Improvement

Data is collected and assessed. The outcomes are reported relative to the College's targeted goals, both achieved and unachieved. Areas for improvement are identified and shared with the institution. The assessment of the data collected will become the primary focus of dialogue and communication for the upcoming integrated planning process. College Council also assesses the integrated cycle and makes recommendations to modify the process as needed for continued institutional advancement. The evaluation and improvement tools include:

- Data addressing plan goals and objectives
- Final Reports identifying areas for improvement
- College Council Review of Process
- Communication and Dialogue:
    - Newsletters, Reports
    - College committees
    - Open Forums
    - Opening Day, Flex Day

Institution Set Standards

Additionally, as detailed in planning tools and goals (goal 1), moving the institution along the Guided Pathway is integral to our planning and overall mission of the college. Our Institution Set Standards (ISS) have been developed within the Guided Pathways framework. Yearly assessment of the standards aligns with integrated planning.

Institution-Set Standards are a practice formally sustained under Reedley College. Madera Community College Center moved into developing "Madera-centric" Institution-sets standards in fall 2019. Research included review of various ISS, both within the district and other California Community Colleges, as well as alignment with college mission and vision. The idea to create ISS within the Guided Pathways (GP) framework derived from the foundational work dedicated to building up the four pillars of GP. Madera Community College Center then reached out to the assigned Regional GP Coordinator to discuss resources available for this type of implementation.

The idea to ground ISS within the GP framework and a draft of metrics was presented to GP Core, the central implementation and communication leads for GP efforts, made up of various constituency representatives from the campus. The draft ISS and discussion were then moved to College Council.

College Council voted to move ISS forward with essential pieces and provided consideration for additional metrics. The actions taken based on discussion included adding of additional metrics and a presentation on spring 2020 opening day. An announcement at Opening Day included that the campus community will receive information regarding the ISS at various spring 2020 meetings.

Madera Community College's Associated Student Government, Classified Senate, and Academic Sensate reviewed and provided feedback for ISS including ideas for future metrics.   The ISS have been developed and published. The ISS include details on methodology, inclusion of community context, as well as a plan for assessing and monitoring. Institutional Set Standards align with the college's Integrated Planning and Resource Allocation procedures detailed under "Evaluation and Improvement." Moreover, the ISS are framed along the Guided Pathway, therefore work related to Guided Pathway integration will speak to and support ISS and, in turn, ISS will support Guided Pathway implementations.

FIGURE 10 INSTITUTION-SET STANDARDS

Madera Community College Center Institution-Set Standards for Student Access & Achievement							
MADERA COMMUNITY COLLEGE VISION: "Madera Community College builds effective partnerships, strengthens communities, and transforms lives."							
	2016-17	2017-18	2018-19	Baseline (lowest)	Avg.	1-year 2019-20	(Aspirational) 5-year 2024-25
Access to Employment & Furthering Education							
1.1 Unduplicated Headcount	5829	6280	7255	5829	6455	7880	11771
1.2 Feeder District Enrollment (Fall, First-time, excludes Dual)	375	386	406	375	389	420	503
1.3a Increase in Wage (CTEOS)	80%	71%	66%	66%	72.3%	75%	80%
1.3b Employed in area of study (CTEOS)	67.7%	70%	80%	67.7%	72.6%	75%	80%
1.4a Licensed programs LVN-RN, graduates (AS)	12	9	11	9	10.67	12	24
1.4b Licensed programs LVN (CA)	30	33	30	30	32.5	30	30
Entering College & Choosing a Pathway							
2.1 Students Enrolled Full-time, 12+ (Fall, Ed Goal Specific, excludes Dual)	23%	26.5%	28.5%	23%	26.0%	27%	30%
2.2 FTES	2263	2309	2535	2263	2369	2641	3432
2.3 Enrollment (seats)	16862	17601	19682	16862	18048	20868	28751
2.4 Completed orientation (first time incoming)	17%	26.7%	35%	17%	26%	35%	50%
Staying on the Path							
3.1 Course Successful Completion Rates (all courses)	70.8%	71.8%	73.2%	70.8%	71.9%	72.9%	75%
3.2 Course Retention Rates (all courses)	91.3%	91.5%	92.5%	91.3%	91.8%	92.8%	93%
3.3 Course Successful Completion Rates (face-to-face)	71.7%	71.6%	72.7%	71.6%	72.0%	73%	75%
3.4 Course Retention Rates (face-to-face)	91.8%	91.6%	92.4%	91.6%	91.9%	92.9%	93%
3.5 Course Successful Completion Rates (online)	67.6%	73.1%	75.2%	67.6%	72.0%	73%	75%
3.6 Course Retention Rates (online)	90.0%	91.4%	93.2%	90.0%	91.5%	92.5%	93%
3.7 Persistence Rate (Fall-to Fall, first-time enrolled)	53.4%	53.7%	53.7%	53.7%	53.6%	53.7%	55%
3.8 30 Units (First time incoming, excludes earned certs)	26.1%	23.3%	22.6%	19%	22.8%	25%	35%
Institution Intentional Outcomes							
4.1 Certificate Count	46	175	161	46	127	185	200
4.2 Degree Count	248	262	281	248	264	277	300
4.3 Completion Rates	39%	45%	38%	38%	41%	42%	44%
4.4 Transfer Rates	26%	33%	25%	25%	28%	29%	32%
4.5 Units at Graduation (AA, AS, AST only, MC Commence)	86	84	83	83	84	80	70
Fiscal Viability							
Unrestricted Personnel Cost	8,794,957	9,746,317	10,586,217				
Reserve Fund Balance	372,243	462,893	509,973				

MCC Research & Planning Office

Strategic Plan

Madera Community College will develop a comprehensive Strategic Plan in Fall 2020. The College is committed to the effective use of their newly created Mission and Vision Statements to drive their work as a stand-alone college. The statements have been publicly endorsed by students, faculty, staff, administration, and the larger community.

Madera Community College Mission Statement

"Empowering our students to succeed in an ever-changing world"

- We proudly provide quality instruction and strong community partnerships that support students' academic and workforce goals.

- We offer innovative and life-changing opportunities in a diverse, inclusive and equitable environment.

- We value our students' personal and social growth through responsive and interactive college experiences.

- We inspire hope and promote a passion for learning.

- We transform students' lives through high quality college programs and services resulting in degrees, certificates, transfer programs, and career skills.

Values Statement

Madera College Values Student Success Through:

- Connection and Collaboration

- Equity and Inclusivity

- Trust and Accountability

Goals

Goal 1: Accreditation of Madera Community College

- Prepare for site visit in FA 19 and follow-up leading to candidacy in SP 2020.

- Develop and implement a student-centered Guided Pathways with an equity focus.

- Develop and implement MCC's Educational Master Plan and Strategic Plan.

- Develop and implement a transition plan to become an independent college with timeline. For example:
  - Year 1 –70-80% completion
  - Year 2 –80-90% completion
  - Year 3 –90-100% completion

- Develop and implement an integrated resource management plan for a) fiscal, b) facilities, c) personnel, and d) partnerships

Goal 2: Center Equity in the Work at Madera Community College

- Professional development: Offer diversity, equity and inclusion professional development training to all employees.

- Student Success: Academic excellence and success for all students, especially under-represented and historically marginalized groups.

- Inclusive Campus Environment: Create an inclusive campus environment that meets the needs of ALL students, staff and faculty at MCC.

The college's strategic plan provides a continuous process founded on the institution's mission, vision, and values. It enables the college to define what it does, gauge its progress, and evaluate outcomes that impact the college's mission fulfillment. Constant communication of the college's strategic goals to all constituents is top priority as it is the guide leading the college to institutional advancement and effectiveness.

Effectiveness of Integrated Planning

To meet the Accreditation Standard I.B.9., the institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short and long-range needs for educational programs and services and for human, physical, technology, and financial resources. Madera Community College assesses the effective use of financial resources and uses the results of the evaluation as a basis for improvement.

Resource Allocation Process

Madera Community College relies on the following major principles to guide the budget development process:

1. Achieve mission fulfillment

2. Increase student access and success

3. Improves institutional advancement and effectiveness

As noted on the "Resource Allocation Planning Timeline" the budget development begins the process in September.

FIGURE 11 RESOURCE ALLOCATION TIMELINE

Resource Allocation Planning Timeline		
Month of Fiscal Year	**Task**	**Responsible Parties**
September - October	Deans, Faculty, and Staff work to assess their programs, departments, and collect data to complete the HR Staffing Requests and Action Plans.	Department Chairs, Managers, Deans, VPAS
October - November	HR Staffing presentations are scheduled. The presentations will be open to all who would like to attend. The requests will be ranked by priority, and discussed in College Center Council, President's Advisory Committee, and President's Cabinet. The President will	Department Chairs, Managers, Deans, VPLSS, VPAS

	make the final decision on rankings and presented to College Center Council. Final rankings will be submitted to the District.	
November - December	Action plans are submitted for review. College President will announce the final staff rankings to the college.	Department Chairs, Managers, Deans, VPLSS, VPAS
December - January	The VPAS will combine all action plans and present the requests to the Administrative Planning Committee.	VPAS
January - March	The committee will review and request additional information or clarification from the Division Deans if needed; and will meet with Dean's Council for a final review before submitting the recommendation to the College President.	Administrative Planning Committee, Deans Council
March - April	The President's Office will finalize and approve the tentative budget.	President's Office
April - May	The District Office will receive the tentative budget in April. The Administrative Services Office will begin the current fiscal year-end closeout process.	VPAS
May - June	The Administrative Services Office will share the tentative budget with the College; and continue to work on year-end close out.	VPAS
June - July	The District Office will upload the final tentative budget into the database.	District Office
July - August	The Final Budget is due to the District within the first week of August. The Administrative Services Office will finalize the year-end closeout process.	VPAS

MCCC Integrated Planning and Resource Allocation Handbook 2020

Staffing Requests

Beginning in September, divisions will assess their departments, and determine if additional staffing is needed. There are three forms from which to choose, depending on the position (Administrative, Academic, Classified). The Administrative Planning Committee will coordinate a staffing presentation event in early October. Attendees are given the opportunity to rank the staffing requests for both academic and classified positions. All certified and uncertified staff are encouraged to attend. The results are presented to Dean's Council which is also given the opportunity to rank the requests. Both results are presented in College Council and President's Cabinet. The President makes the final decision based on the ranking results and feedback. The final prioritization list is shared with College Council, is sent to Human Resources to be included in the District Staffing process and is discussed in Chancellor's Cabinet.

Facilities

Madera Community College currently utilizes a Facilities, Health and Safety Sub-Committee, serving as a recommending and informational body to the Administrative Planning Committee. The committee works cooperatively with District Operations in carrying out its duties and responsibilities. Recommendations made by the sub-committee reflect Madera Community College values and support the college mission, with the goal of improving student success, achieving student learning outcomes, and serving the community. The sub-committee develops, implements, evaluates, reviews and revises long-term and short-term projects, plans and initiatives, and makes recommendations to the Administrative Services Committee.

Technology

State Center Community College District has a district-wide technology plan to describe the technology themes, goals and initiatives that the district will work on collectively. The plan is designed to work collaboratively with campus strategic, and technology plans. Madera Community College through the Administrative Planning Committee is developing a campus level technology plan guided by the campus educational master plan, and strategic plan. Madera Community College's technology goals are:

- Provide ADA and 508 compliant accessibility to technology
- Break-out planning specifically for Madera Community College as it transitions to College status
- Access to current and reliable technology
- Provide support for effective instruction and work environment
- Provide current and appropriate technology training

Effectiveness of Resource Allocation

To meet the Accreditation Standard 1.A.3., the Madera Community College integrates program review, planning, and resource allocation into a comprehensive process that leads to the accomplishment of its mission, improvement of institutional effectiveness and academic quality. Institutional planning addresses short and long-range needs for educational programs and services and for human, physical, technology, and financial resources. The college assesses the effective use of financial resources through the Integrated Planning process and uses the results of the evaluation as a basis for improvement.

Model for Planning and Decision-Making

Madera Community College and Oakhurst Community College (Outreach) Center have simultaneously evaluated their past performance as a Center and Outreach Center, respectively, while under the umbrella of Reedley College. They have also created structures and plans to act into the forthcoming fully accredited college responsibilities. The interaction among the aforementioned structures and processes are best understood through the visual representation of the graphic below.

FIGURE 12 PLANNING AND DECISION-MAKING MODEL

Madera Community College

Integration of Planning and Decision-Making Model

Educational Master Plan

The Educational Master Plan is a long-term plan that provides clear direction for the college as it prepares for the future. Both internal and external data is used to forecast the College's future needs.

Strategic Plan

Strategic Planning is the establishment of institutional goals and objectives founded on the mission, vision, and values of the College. The plan is a living document and the strategic goals are assessed annually to improve institutional effectiveness.

Program Review

Program Review is the systematic assessment of instructional programs, student support services, and administrative services using quantitative and qualitative data for the purpose of mission fulfillment.

Resource Allocation and Budget Development

Resource allocation is derived from annual plans and budget worksheets. The allocation is informed by the College's institutional planning, and the budget development is prioritized by student success outcomes and institutional effectiveness.

MISSION, VISION, VALUES

EDUCATIONAL MASTER PLAN

SCCCD STRATEGIC PLAN, FACILITIES MASTER PLAN, TECHNOLOGY PLAN

STRATEGIC PLAN

ANNUAL PLANNING, BUDGET REQUESTS

PROGRAM REVIEW, OUTCOME ASSESSMENT, GOALS/OBJECTIVES

RESOURCE ALLOCATION, BUDGET DEVELOPMENT

MCC Administration of Services

This Educational Master Plan will demonstrate Madera Community College's readiness to effectively perform within the statewide guidelines and satisfactorily meet the District's expectations. Readiness has been described as having two facets: preparedness and willingness. Both of these aspects will be apparent in the remainder of this document. Madera Community College is both prepared for and willing to take up the responsibilities ahead. The college is utilizing foundational, collaborative relationships to successfully expand its role within the community, and it has embraced the organizational changes necessary to reconfigure its structures and ways of working in order to be both effective and accountable.

COVID-19 PANDEMIC

In the process of finalizing Madera Community College's EMP in Spring of 2020, the world experienced a pandemic, COVID-19. The recommendation to contain the pandemic was for all to practice social distancing and shelter-in-place. California was the second state in the country to implement the practice. The pandemic has caused many disruptions in everyday life including moving all students to distance education and providing student services in the virtual environment. It also required all faculty and staff to work from home, with the exclusion of essential workers.

As with any global phenomenon of this magnitude, the situation continues to change rapidly, and the top priority is the health, safety, and well-being of our community, on and off campus.

Therefore, the document is submitted with a clear understanding that revisions to the plan may need to be made once the effects of the pandemic have been evaluated on the federal, state and local levels. Currently, the district is planning for several contingency scenarios and taking decisive, informed action to limit the spread of COVID-19 while ensuring the continuity of our teaching and research mission.

Overview

To understand the opportunities and challenges facing Madera Community College, it is important to appreciate the larger context of California's Central Valley. Known for its bountiful agricultural produce and soaring Sierra Nevada mountains, the Central Valley consists of nineteen of California's fifty-eight counties. When considering demographic and economic statistics, Madera County is usually clustered with six nearby counties: Merced, Fresno, Kings, Tulare, and Kern. While surrounded by national parks, fields of crops, as well as orchards of fruits and nuts, these counties are often among the hardest hit economically within this vast state, with growing populations and high unemployment and poverty rates. The Central Valley lags the state and the nation in most socioeconomic metrics. Population growth is an exception.

The Institutional Profile provides a general analysis of California's Central Valley as well as a specific assessment of Madera County. This profile explains the College's service area and describes many of its demographic factors. It also presents information regarding student demographics, enrollment, as well as success and retention. Additionally, the profile provides a portrayal of the collaborative working relationships with local school districts and the resulting outcomes.

Effective Service Area

Madera Community College primarily serves the population of Madera County, the geographic center of California. The city of Madera is located approximately 15 miles north of the city of Fresno. The Madera Center is located approximately 18 miles north of Fresno in a rural agriculturally rich area with sparsely populated areas. The primary service area for Madera Community College is all of Madera County.

The Oakhurst Community College (Outreach) Center is in a suburban setting along the southern Sierra Nevada Mountains, just a few miles from the south gate of the Yosemite National Forest. The primary service area for the Oakhurst Community College (Outreach) Center is represented by a 20-mile sphere of influence extending from the Outreach Center's site. The geographically isolated campus serves residents within the unincorporated areas of Madera and Mariposa counties. The following map details the service area, based on the zip codes served.

FIGURE 13 SCCD COLLEGE CENTER AND SERVICE AREAS
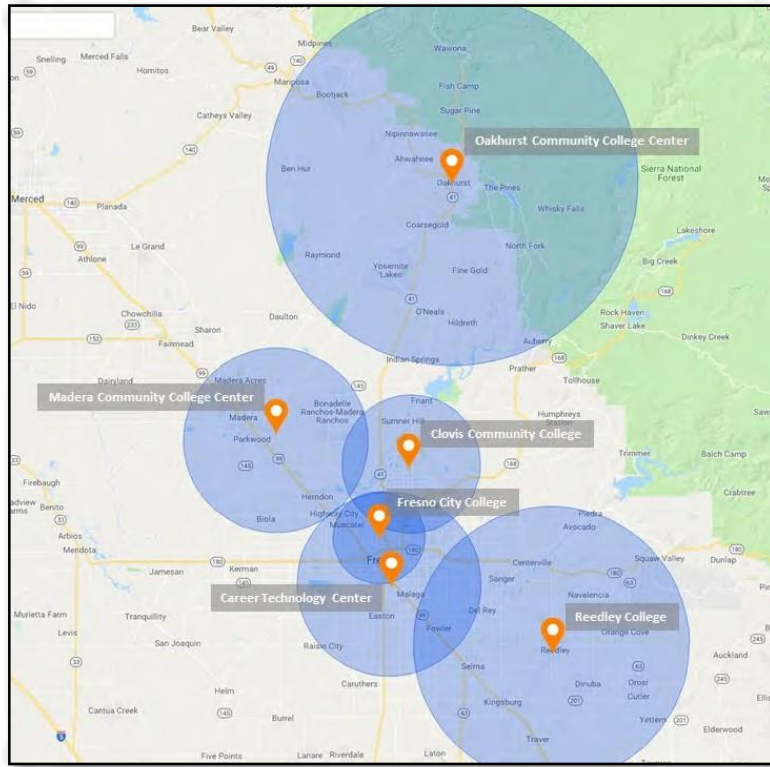
Source: Google Earth

County of Residence and Zip Code among Students

The chart below details enrollment zip codes for enrolled students Fall only 2015 – 2019. As detailed, Madera zip codes 93638 and 93637 (City of Madera) are the largest enrollments. Additionally, it can be noted that Fresno zip codes also generate enrollments. Zip code 93722 is northern Fresno County and enrollments to a lesser extent 93727 are more central Fresno. Kerman is also Fresno County; however, it is not unusual to link Kerman enrollment to a main road that connects directly to Madera Community College. Oakhurst and Coarsegold are Oakhurst Center enrollments. Merced (Merced County), Mendota (Fresno County), Atwater (Merced County) and Bass Lake as well as Raymond (Madera County) also show a handful of enrollments but were removed as any numbers below 10 were suppressed.

FIGURE 14 MCC ENROLLMENTS BY ZIP CODE

City	ZIP	2015FA	2016FA	2017FA	2018FA	2019FA
Madera	93638	933	960	1044	1066	1153
	93637	800	852	850	870	863
	93636	151	186	201	191	190

	93639	12	11	12	12	8
Fresno	93722	103	125	130	160	190
	93727	34	34	42	45	71
	93720	36	23	32	32	39
	93723	30	24	35	29	35
	93711	25	31	23	26	29
	93710	21	19	26	21	18
	93705	12	13	17	31	25
	93726	21	14	21	16	14
	93706	16	15	12	11	14
	93703	7	6	9	19	18
	93702	11	11	18	11	14
	93704	7	11	9	13	14
	93725	9	9	8	11	13
	93728	9	7	11	10	11
Kerman	93630	98	64	62	75	75
Clovis	93619	13	20	26	21	27
	93611	18	16	22	14	21
	93612	14	13	15	16	17
Oakhurst	93644	62	82	71	94	63
Coarsegold	93614	74	62	72	60	61
Chowchilla	93610	82	72	63	65	79
North Fork	93643	17	17	18	24	14
Ahwahnee	93601	14	10	9	18	20

Mariposa	95338	16	8	10	10	13
Firebaugh	93622	12	11	6	17	13
Sanger	93657	7	11	3	7	9

MCC Research & Planning Office

Demographic Factors (City of Madera & Madera County)

Madera Community College and Oakhurst Community College (Outreach) Center serve a very diverse population in Madera County. Residents are young, primarily Hispanic, and predominantly female. The service area is also economically- and resource-challenged. MCC strives to reach underserved populations and to create programs to support their success.

Age and Sex

As demonstrated by US Census data, Madera County is similar to the state of California in that the population is young. However, the percentage is even higher in Madera County. Moreover, the City of Madera has 11% higher population of young adults in comparison to California.

FIGURE 15 AGE AND SEX MADERA COUNTY 2019

Age and Sex	California	Madera County	City of Madera
Persons under 5 years, %	6%	8%	10%
Persons under 18 years, %	23%	28%	34%
Persons 65 years & over, %	14%	14%	9%
Female persons, %	50%	52%	52%

Oakhurst data is unavailable as populations under 5,000 not accessible.

American Community Survey Projections (Census Data):

https://www.census.gov/quickfacts/fact/table/US,CA,maderacountycalifornia/PST045219?

Race/Ethnicity

The following chart shows the race/ethnicity projections for Madera County through 2025. One can see that the race and ethnicity percentages will remain much the same as the present with the Hispanic population having greater representation throughout this five-year period.

FIGURE 16 MADERA COUNTY RACE AND ORIGIN PROJECTIONS

Madera County	2020		2021		2022		2023		2024		2025	
	#	%	#	%	#	%	#	%	#	%	#	%
White	53,569	33%	53,504	33%	53,478	33%	53,351	33%	53,169	32%	52,979	32%
Black	5,355	3%	5,398	3%	5,443	3%	5,504	3%	5,571	3%	5,620	3%
American Indian/ Alaska Native	1,783	1%	1,806	1%	1,843	1%	1,848	1%	1,855	1%	1,880	1%
Asian	3,167	2%	3,226	2%	3,277	2%	3,340	2%	3,389	2%	3,418	2%
Native Hawaiian/ Pacific Islander	111	0%	112	0%	114	0%	112	0%	111	0%	115	0%
Multiracial	1,953	1%	1,953	1%	1,934	1%	1,943	1%	1,940	1%	1,944	1%
Hispanic	94,151	59%	95,178	59%	96,232	59%	97,295	60%	98,323	60%	99,352	60%
Total Projected Population	160,089	100%	161,177	100%	162,321	100%	163,393	100%	164,358	100%	165,308	100%

State of CA Department of Finance: http://www.dof.ca.gov/Forecasting/Demographics/Projections/

Compared to the county demographics, the City of Madera differs in having more Hispanic residents than the County. In 2018, 77.1% of the people living in the City of Madera were of Hispanic origin; while 15.7% identified as White.

FIGURE 17 CITY OF MADERA RACE DEMOGRAPHICS 2018
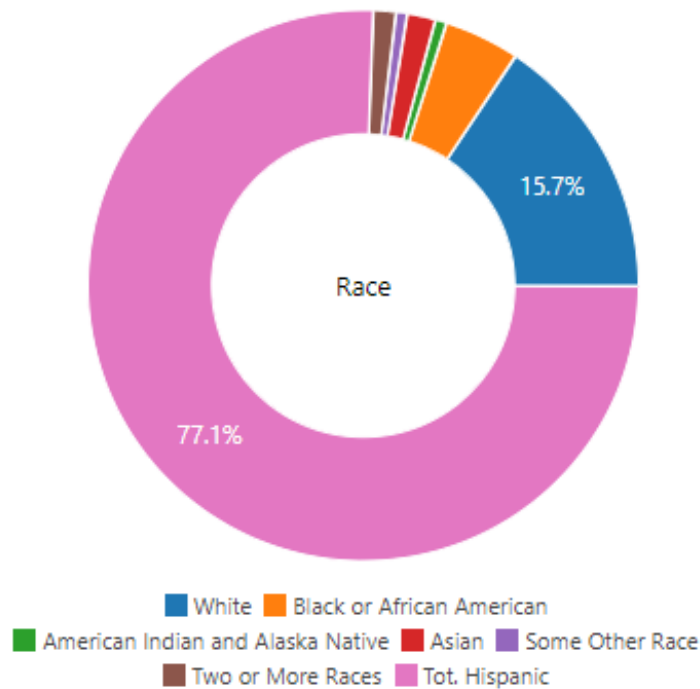
Race	Percentage
Hispanic	77.1%
White	15.74%
Black or African American	4.19%
Asian	1.35%
Two or More Races	1.00%
American Indian and Alaska Native	0.33%
Some Other Race	0.32%

US Census 2018 ACS 5-Year Survey (Table and Chart)

Unemployment and Poverty

Among the 58 counties in California, those located within the Central Valley have higher than one and half times the unemployment and poverty rates as compared to the average state level. Madera's poverty rate is 19.8% as compared to California's average of 12.6% respectively. However, it important to note that the poverty rate is high among many counties within California's Central Valley – Tulare County's rate was the highest at 22.3% and Kings County was the lowest at 17.4%.

FIGURE 18 CENTRAL VALLEY COUNTY RATES OF POVERTY

County	Population	Unemployment	Poverty rate
California	39927315	4.1	12.6
Merced	282928	7.2	21.6
Madera	159536	6.5	19.8
Fresno	1018241	6.6	21.1
Kings	153710	7.0	17.4
Tulare	479112	9.2	22.3
Kern	916464	7.4	19.9

Table: Michael Finch II Source: California Department of Finance, California Employment Development Department, US Census Bureau/American Community Survey (Fresno Bee 9/26/19)

Additionally, of 369 metropolitan districts across the United States, the City of Madera was listed among the fifteen districts with the highest rates of unemployment in December 2019. (https://www.bls.gov/web/metro/laummtrk.htm).

As detailed in the table below, Madera County unemployment rates have steadily decreased since the first quarter of 2017. There is a jump annually during the first quarter but then unemployment percentages settle between 6 and 7 percent as of 2019. In comparison to California percentages, Madera is 2 to 3 percentage points higher than the California norm in quarters two through four and 4 percentage points in the first quarter.

When comparing the Central Valley as a whole Madera County falls just under the Central Valley average.

FIGURE 19 UNEMPLOYMENT

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Yearly Plot Line
2017					
California	5.3	4.5	5.2	4.2	
Madera County	9.8	8.0	7.6	7.0	
Central Valley (Avg.)	10.6	8.4	8.4	7.6	
2018					
California	4.4	4.0	4.2	4.0	
Madera County	8.3	7.1	6.2	6.4	
Central Valley (Avg.)	9.0	7.6	6.8	6.9	
2019					
California	4.4	3.8	4.0	3.7	
Madera County	8.1	7.0	6.3	6.1	
Central Valley (Avg.)	8.8	7.3	6.8	6.5	
2020					
California	4.3				
Madera County	8.1				
Central Valley (Avg.)	8.7				

Economic Development Commission *2020 Q1 incomplete, missing March

Housing Affordability (City of Madera & Madera County)

According to the Census Bureau, it is more affordable to live in the City of Madera and Madera County as compared to California as a whole. From a county-level perspective, more people (64%) live in owner-occupied housing than the California average of 54.6%. However, less City of Madera residents (48.5%) own the home in which they live. Both owners and renters within the City of Madera and Madera County pay less rent, the median amount being $986, when contrasted with California's median rent of $1,429.

Housing Facts 2014-2018	City of Madera	Madera County	California
Owner Occupied Housing Unit	48.5%	64%	54.6%
Median Value	$202,300	$235,200	$475,900
Monthly Owner Cost with Mortgage	$1,326	$1,492	$2,282
Median Gross Rent	$986	$986	$1,429

US Census Bureau Quick Facts

Household Income (City of Madera & Madera County)

While the cost of living is more manageable than other parts of California, the median income and per capita income is significantly reduced in both Madera County and the City of Madera as compared to California as a whole. As shown in table below, the median income in California in average 2014 – 2018 was $71,228; in Madera County, the median income was $52,884. While the City of Madera is 10,303 less than the county average. When reviewing persons in poverty the City of Madera is double that of the state.

FIGURE 21 MADERA CITY AND COUNTY MEDIAN HOUSEHOLD AND PER CAPITA INCOME

Income & Poverty	California	Madera County	Madera
Median household income (in 2018 dollars), 2014-2018	$71,228	$52,884	$42,581
Per capita income in past 12 months (in 2018 dollars), 2014-2018	$35,021	$21,394	$16,610
Persons in poverty, %	13%	20%	28%

Oakhurst data is unavailable as populations under 5,000 not accessible.

American Community Survey Projections (Census Data): https://www.census.gov/quickfacts/fact/table/US,CA,maderacountycalifornia/PST045219?

Another way to understand the variance of the areas served is to consider the following snapshot of California, Madera County, City of Madera and Oakhurst. The median age in Oakhurst is close to the California average however, Madera County and City are younger in comparison. The City of Madera 8.5 years younger on average. The largest distinction is the percentage of people living in poverty. Oakhurst

has double the rate of California. Madera County and City average 7 and 11.8 percentage points higher respectively. An interesting and actionable data point is that the largest population living in poverty across all comparison areas is female.

Comparison Snapshot 2017				
	California	Madera County	Madera	Oakhurst
Population	39.6M	154,440	64,058	3,605
Median Age	36.7	33.7	28.2	37.9
Median Household Income	75,277	48,210	40,731	34,757
Poverty Rate, %	15.1	22.1	26.9	31.7
Largest population living in poverty	Females 35-44	Females ages 6-11	Females 35-44	Females 25-34

https://datausa.io/ Visualized data from the American Community Survey, Census Bureau

Educational Attainment (City of Madera & Madera County)

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

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

The Lumina Foundation, "A Stronger Nation" Report

Educational attainment is an area in which Madera Community College can make a major impact. Looking at the general overview of data, California graduates 83% of its High School students. Whereas, Madera County graduates 11% less students, and the City of Madera graduates 24% less students than California. When considering the percentages of bachelor's degrees attained, California's average is 33% of its population. However, Madera County's percentage is only 15% and the City of Madera is 10%. This is an area of opportunity for the incoming college.

FIGURE 24 EDUCATIONAL ATTAINMENT IN CALIFORNIA, MADERA COUNTY, CITY OF MADERA

Education	California	Madera County	Madera
High school graduate or higher, % persons age 25 years+, 2014-2018	83%	72%	59%
Bachelor's degree or higher, % persons age 25 years+, 2014-2018	33%	15%	10%

Oakhurst data is unavailable as populations under 5,000 not accessible.

American Community Survey Projections (Census Data): https://www.census.gov/quickfacts/fact/table/US,CA,maderacountycalifornia/PST045219?

In Madera County, high percentages of the population have less than a high school diploma or equivalent, 31%. When looking at contrasting data for male and female educational attainment 33% of the male population and 29% of the female population. There is opportunity within the "some college, no degree" populations as 22% have not completed a degree. Associate degree attainment falls below double digits.

Lastly, when summarizing the data, 69% of the population has earned a high school degree or higher and 15% has earned a bachelor's degree or higher. California is moving toward a direction of specialized education; therefore, the goal is for higher educational attainment amongst all groups.

FIGURE 25 MADERA CITY AND COUNTY HIGHEST EDUCATIONAL ATTAINMENT AGE 25+ 2018

Age & Educational Attainment	Total	%	Male #	Male %	Female #	Female %
Population 25 years and over	99,401	(X)	47,812	(X)	51,589	(X)
Less than 9th grade	20,138	20%	10,109	21%	10,029	19%
9th to 12th grade, no diploma	11,040	11%	5,849	12%	5,191	10%
High school graduate (includes equivalency)	23,015	23%	10,499	22%	12,516	24%
Some college, no degree	22,058	22%	11,533	24%	10,525	20%

Associate degree	7,859	8%	2,785	6%	5,074	10%
Bachelor's degree	10,732	11%	4,777	10%	5,955	12%
Graduate or professional degree	4,559	5%	2,260	5%	2,299	5%
Summary Data:						
High school graduate or higher	*68,223*	*69%*	*(X)*	*67%*	*(X)*	*71%*
Bachelor's degree or higher	*15,291*	*15%*	*(X)*	*15%*	*(X)*	*16%*

American Community Survey 2018 estimates (Census Data)
https://data.census.gov/cedsci/table?q=educational%20attainment%20by%20county&hidePreview=true&tid=ACS
ST1Y2018.S1501&t=Educational%20Attainment&vintage=2018&g=0500000US06039

The median earnings for workers 25 and older increases dramatically with educational attainment. Interestingly, median earnings for graduate or professional degrees doubles that of a High School graduate. When reviewing graduate or professional degree data women outpace males by $26,000.

FIGURE 26 MADERA COUNTY MEDIAN EARNINGS FOR WORKERS 25+ BY EDUCATIONAL ATTAINMENT 2018

Median Earnings in The Past 12 Months (In 2018 Inflation-Adjusted Dollars)	Total	Male	Female
Population 25 years and over with earnings	$ 30,498.00	$ 35,447.00	$ 25,195.00
Less than high school graduate	$ 22,331.00	$ 25,251.00	$ 16,131.00
High school graduate (includes equivalency)	$ 31,236.00	$ 41,144.00	$ 20,456.00
Some college or associate degree	$ 35,751.00	$ 44,375.00	$ 27,320.00
Bachelor's degree	$ 53,522.00	$ 41,479.00	$ 54,891.00
Graduate or professional degree	$ 61,945.00	$ 53,809.00	$ 79,960.00

American Community Survey 2018 estimates (Census Data)
https://data.census.gov/cedsci/table?q=educational%20attainment%20by%20county&hidePreview=true&tid=ACS
ST1Y2018.S1501&t=Educational%20Attainment&vintage=2018&g=0500000US06039

Educational Attainment by Race and Gender

The following table details educational attainment; 9th grade or higher broken down by ethnicity. As a high Hispanic/Latino serving institute, 10% of the population has earned a bachelor's degree or higher.

Latino males - often identified as an underserved population - shows an 8% attainment of a higher education degree.

In reviewing the White non-Hispanic or Latino groups, there is disparity as well. As 21% of the population has earned a higher education degree.

FIGURE 27 EDUCATIONAL ATTAINMENT BY RACE AND GENDER

Ethnicity & Educational Attainment	Total	%	Male #	Male %	Female #	Female %
White alone, not Hispanic or Latino	40,171	(X)	18,760	(X)	21,411	(X)
High school graduate or higher	36,430	91%	16,696	89%	19,734	92%
Bachelor's degree or higher	8,257	21%	4,583	24%	3,674	17%
Black alone	4,157	(X)	1,731	(X)	2,426	(X)
High school graduate or higher	3,019	73%	849	49%	2,170	89%
Bachelor's degree or higher	930	22%	26	2%	904	37%
Asian alone	2,698	(X)	1,374	(X)	1,324	(X)
High school graduate or higher	2,392	89%	1,145	83%	1,247	94%
Bachelor's degree or higher	1,095	41%	427	31%	668	51%
Some other race alone	26,674	(X)	13,428	(X)	13,246	(X)
High school graduate or higher	10,533	40%	5,697	42%	4,836	37%
Bachelor's degree or higher	1,534	6%	971	7%	563	4%
Hispanic or Latino Origin	49,348	(X)	24,338	(X)	25,010	(X)
High school graduate or higher	23,787	48%	11,809	49%	11,978	48%
Bachelor's degree or higher	4,934	10%	2,001	8%	2,933	12%

*Not enough data for Native American and Pacific Islander

American Community Survey 2018 estimates (Census Data)
https://data.census.gov/cedsci/table?q=educational%20attainment%20by%20county&hidePreview=true&tid=ACS ST1Y2018.S1501&t=Educational%20Attainment&vintage=2018&g=0500000US06039

The poverty rate drops significantly with higher levels of educational attainment. In Madera County, the poverty rate drops from 29% among those with less than a high school diploma, to 12% among those

with some college or an associate degree. When reviewing data for earners of a bachelor's degree or higher, the percentage drops by 20%.

Poverty Rate for The Population 25 Years and Over for Whom Poverty Status Is Determined by Educational Attainment Level	%	Male %	Female %
Less than high school graduate	29%	25%	33%
High school graduate (includes equivalency)	11%	11%	12%
Some college or associate degree	12%	5%	19%
Bachelor's degree or higher	9%	6%	12%

American Community Survey 2018 estimates (Census Data)
https://data.census.gov/cedsci/table?q=educational%20attainment%20by%20county&hidePreview=true&tid=ACSST1Y2018.S1501&t=Educational%20Attainment&vintage=2018&g=0500000US06039

Student Demographics

Madera Community College has a strong, vibrant, and diverse student population. Based on headcount, the demographic profile of the students provides a means for comparing the internal student profile with the external population data. Madera Community College serves a large Hispanic population, aligning with the demographics of the community.

Ethnicity					MCC Research & Planning Office
	2014-15	2015-16	2016-17	2017-18	2018-19
Hispanic	59%	62%	63%	64%	64%
White	26%	23%	23%	22%	21%
Asian	8%	9%	8%	8%	8%
African American	3%	3%	3%	3%	3%
Other	4%	3%	3%	3%	4%

MCC Research & Planning Office

When comparing averages across the district and the state, the norm for gender percentages is approximately 60% female and 40% male. Madera Community College is above average in serving a

larger female base. This information may be applied in the development of programmatic offerings, in terms of trying to market programs to diverse populations. Additionally, as demonstrated in Figure 30 females of various age groups are the largest population living in poverty in California, Madera County, and the City of Madera.   As affirmed by Figure 28 the higher your educational attainment the less likely you are to live in poverty.

FIGURE 30 GENDER

Gender					MCC Research & Planning Office
	2014-15	2015-16	2016-17	2017-18	2018-19
Female	65%	65%	66%	65%	67%
Male	34%	34%	33%	33%	32%
X	1%	1%	1%	2%	1%

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As dual enrollment has grown so has the 19 or less age base, making up 36% of the student population. Close behind at 34% are those students between 2—24 years old. Implementing the Guided Pathways framework, which includes effective onboarding and attention to persistence, will be most useful to these young adult students.

FIGURE 31 AGE

Age					MCC Research & Planning Office
	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	27%	28%	29%	31%	36%
20 – 24	38%	40%	38%	37%	34%
25 – 29	16%	16%	16%	16%	15%
30- 34	9%	9%	9%	8%	8%
35 – 39	5%	5%	5%	5%	5%
40 – 49	5%	5%	5%	5%	4%
50 +	2%	2%	2%	2%	2%

MCC Research & Planning

Another demographic feature to consider is the economic condition of the student population. Over the past three academic years, on average 74% of the students enrolled in courses at Madera Community College and Oakhurst Community College (Outreach) Center combined qualify for financial assistance. This assistance qualifies for Board of Governor's waiver.
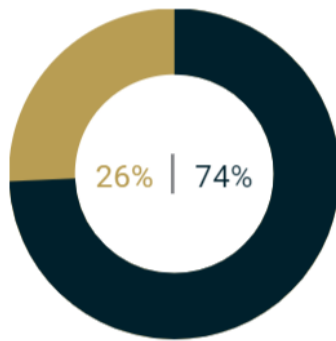
Academic Year	% Low Income
2016-17	74.8%
2017-18	74.3%
2018-19	72.5%

MCC Research & Planning Office

Of those students that qualify for financial assistance, 48% are the first in their home to attend college (first gen). Another interesting fact is, of those students working towards a 4-year degree, 70% qualify for financial assistance.

The diversity of the student population coupled with the potential opportunities presented to first-generation college-level learners make Madera Community College an advantageous venue to launch future goals. Therefore, as student enrollment continues to increase, attention must be paid to facility planning efforts. Fortunately, both campus sites have substantial plans for expansion.

Local School Districts (Feeder Schools)

Within Madera County, there are four school districts with high schools. Three of the four districts have one high school. Madera Unified School District has four. These districts and high schools include:

- Madera Unified School District
    - Madera High School
    - Madera South High School
    - Pioneer Technical Center
    - Matilda Torres High School (Fall 2020)
- Golden Valley Unified School District
    - Liberty High School
- Yosemite Unified School District
    - Yosemite High School

- Chawanakee Unified School District
  - Minarets High School

The following map shows the School Districts within Madera County.

FIGURE 33 MADERA COUNTY SCHOOL DISTRICTS

Madera County of Education
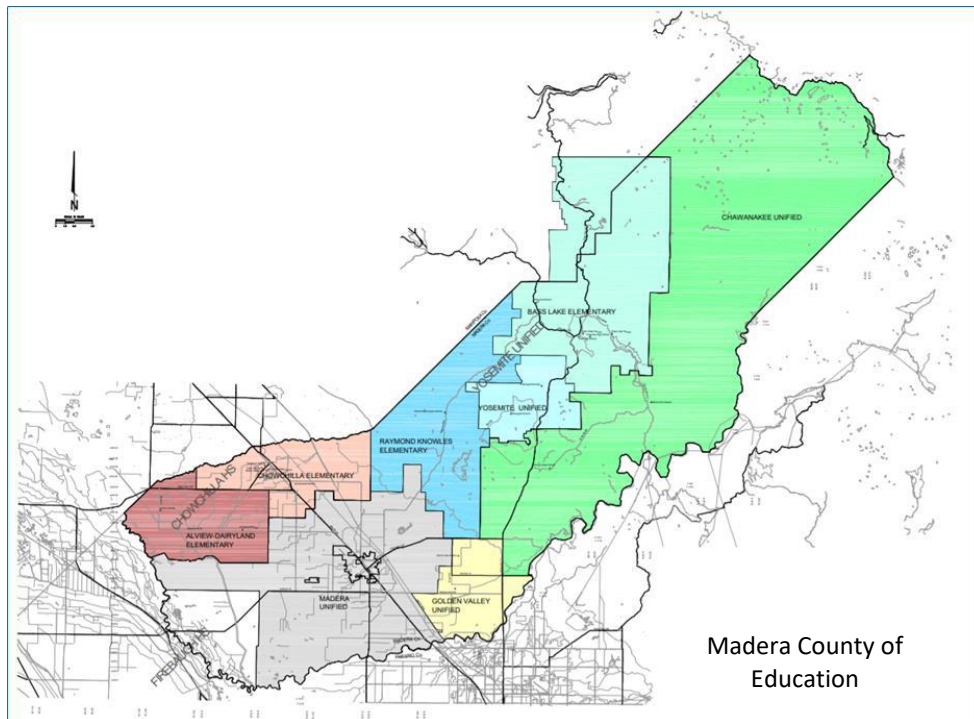
Strong Relationships Yield Outcomes

Historically, Madera Community College and Oakhurst Community College (Outreach) Center have nurtured strong collaborative relationships with the local school districts. College Outreach Specialists and Ready-To-Go Orientation Relationships provide tours, presentations, and help with registration processes to encourage high school student participation at both Centers. One outcome of this cooperation is dual enrollment.

Dual enrollment allows high school students to earn college credit for college courses completed while still in high school. Dual enrollment – also known as concurrent enrollment – is provided through three avenues in California, the most popular of which is the College and Career Pathways program. Authorized by Assembly Bill 288 in 2015, the College and Career Pathways program enables high school students to take college courses, taught by college professors, at their high school campus. The California Community Colleges sees dual enrollment as supporting the system's _Vision for Success_. Madera Community College has dedicated time to building Dual Enrollment in a strategic manner. MC/OC partners with local area high schools to facilitate Dual Enrollment programs. Those partners include Madera Unified and Golden Valley Unified. These are students that are both high school

students and college students. The goal is for students to have advanced credits when the graduate from High School.

The Madera Center College Advantage Program-MCCAP

The Madera Center College Advantage Program (MCCAP) began in the Fall of 2001. High school counselors and seniors from Madera High School of the Madera Unified School District were invited to the Madera College Center campus to assist college staff and counselors in developing a program that would best meet the needs of high school seniors interested in attending college.

The MCCAP program is now in its 19th year and has expanded to include Liberty High School of the Golden Valley Unified School District, which is also in Madera County and is a feeder high school. The MCCAP program helps the student with the transition from high school to having a successful college experience. Surveys conducted with former MCCAP students provided very positive feedback indicating that their experience "took away fears" about attending college and "increased their self-confidence."

The MCCAP has a morning and an afternoon session. The AM session meets from 8:00 a.m. to 9:15 a.m. and the PM session meets from 1:00 p.m.-2:15 p.m. Students attend a **core** class (English or math on Monday, Wednesday, Friday) and an **elective** class (career awareness, speech, psychology, criminal justice, history, introduction to business, political science on Tuesday, Thursday). MUSD students participating in the PM session have free transportation to and from the campus provided by their respective school districts.

MCCAP serves many purposes, which include:

- Encouraging as many students as possible to consider the prospect of going to college since the majority of parents within the community do not have college educations or college experiences

- Providing an opportunity for high school students to have a "college experience" while still attending "regular" high school classes and activities.

- Easing overcrowding at the largest feeder high school Madera High School, where there are over 4,000 students.

The goals of the MCCAP program are to:

- Offer students the experience of attending college classes with the "regular" community college student population.
- Support students with regular "progress report" monitoring through the use of the high school progress report system.
- Provide an opportunity for students to earn "dual credit" both high school and college credit at the same time.
- Integrate the dual enrollment experience by having students attend both high school and college classes on a daily basis.
- Involve students in their high school activities while earning college credit.

FIGURE 34 DUAL ENROLLMENT

FIGURE 34 DUAL ENROLLMENT

	16FA	17SP	17FA	18SP	18FA	19SP
Count	124	228	178	385	387	718
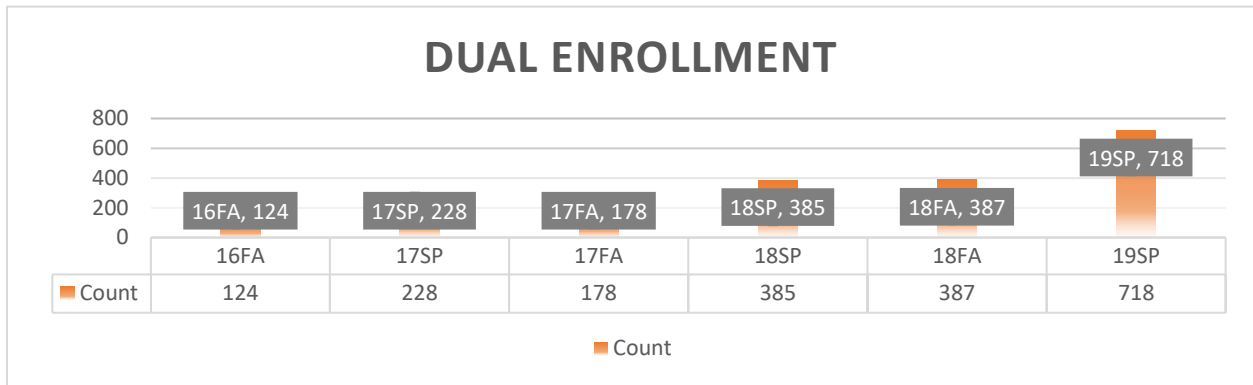
MCC Research & Planning Office

Another outcome of this solid pipeline is the number of first-time entering students from the identified districts. The chart below shows all first-time entering students, of any age excluding Dual Enrollment from the four districts, which include: Madera, Golden Valley, Yosemite, and Chawanakee. While enrollment of first-time entering students has been steady, the college has made commitments via Guided Pathways to build a more robust onboarding system in order to grow the college.

FIGURE 35 FIRST-TIME ENTERING STUDENTS – FEEDER DISTRICTS

First-time Entering students (all ages) from Feeder Districts Unduplicated Headcount		
Term	**Madera Community College**	**Oakhurst Community College (Outreach) Center**
Fall 2015	398	60
Fall 2016	353	48
Fall 2017	370	35
Fall 2018	373	45
Fall 2019	386	33

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MCC and OCCC also receive enrollment from various districts around the Fresno county, including but not limited to Fresno Unified, Fresno County Office of Education, Central Unified, and Clovis Unified.

FIGURE 36 FIRST-TIME ENTERING STUDENTS – ALL DISTRICTS

| First-time Entering students (all ages), all districts & one-term persistence

Unduplicated Headcount		
Term	**Madera Community College & Oakhurst Community College (Outreach) Center**	**Persistence**
Fall 2015	770	71.6%
Fall 2016	708	67.8%
Fall 2017	730	70.7%
Fall 2018	737	70.3%
Fall 2019	806	70.6%

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Enrollment

The combined unduplicated headcount of the collective enrollment at both Madera Community College and Oakhurst Community College (Outreach) Center illustrates a steady increase from 2015 through 2020. During the last five years, there has been increase of over 2500 students who have enrolled at MCC and OCCC.

FIGURE 37 UNDUPLICATED HEAD COUNT 2015-2020

Madera Community College & Oakhurst Center *Academic Year Enrollment:	Enrolled
2015-16	5335
2016-17	5829
2017-18	6280
2018-19	7172
2019-20	7889

*Unduplicated headcount enrolled students MC/OC 2019 – 2020 includes unofficial Spring 2020 numbers

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FIGURE 38 MADERA COMMUNITY COLLEGE & OAKHURST COMMUNITY COLLEGE (OUTREACH) CENTER UNDUPLICATED HEAD COUNT 2015-2020
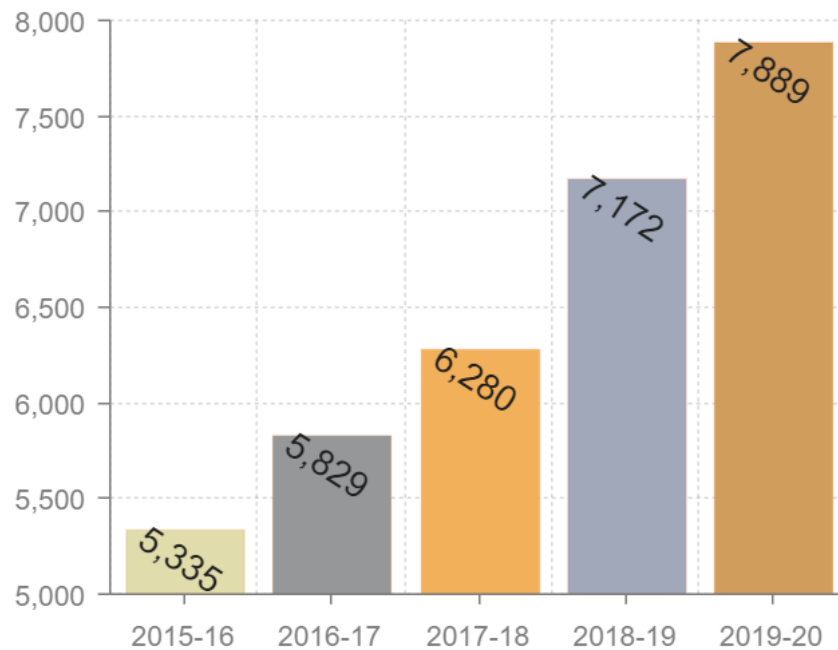
MCC Research & Planning Office

The following chart displays the Annual Enrollment for Madera Community College and Oakhurst Community College (Outreach) Center count also referred to as seat count. Count of students or headcount and FTES for the past five academic years is also shown. Enrollment count has grown by 20%. Count of students has grown by 35% and total FTES has grown by 22.7% over this period.

FIGURE 39 ENROLLMENT, COUNT, FTES
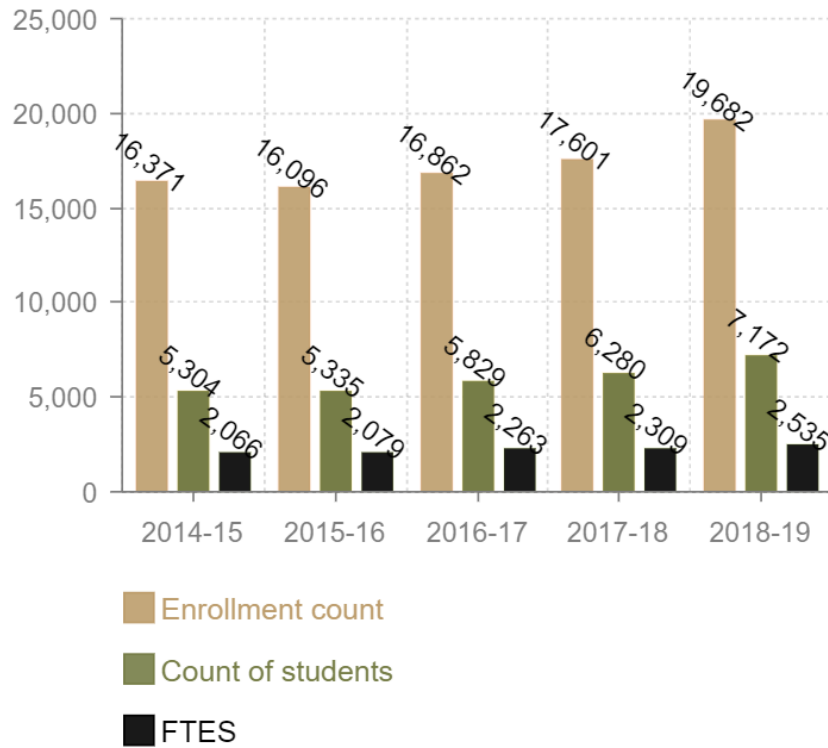
Academic Year	14-15	15-16	16-17	17-18	18-19
Enrollment count	16,371	16,096	16,862	17,601	19,682
Count of students	5,304	5,335	5,829	6,280	7,172
FTES	2,066	2,079	2,263	2,309	2,535

MCC Research & Planning Office

Full-time v. Part-time Enrollment

Students attending MCC/OCCC average 68% full-time and 28% part-time enrollment, lower than the district average. This data may be partly explained by the campus offerings since as a Community College Center, there are less program completion offerings than a full-service campus. When researching students who have the specific education goal to transfer, Fall data reports an average of 26% students attending full-time. As shown within the Institution Set Standards, one of the college's goals is to increase that metric.

Success and Retention

When reviewing the success and retention rates over the last five academic years, there is steady improvement at each site and when combining the data. The following charts show these rates as a combined set for both centers together and as individual sites.

FIGURE 40 MCC AND OCCC COMBINED

	Enrollment Count	Retention Rate	Success Rate	Avg. D,F,NP Rate
2014-2015	16,371	86.5%	65.7%	24.0%
2015-2016	16,096	86.6%	66.6%	23.1%
2016-2017	16,862	90.3%	70.0%	22.4%
2017-2018	17,601	91.2%	71.6%	21.4%
2018-2019	19,682	91.9%	72.8%	20.9%

MCC Research & Planning Office

FIGURE 41 MCC ONLY

	Enrollment Count	Retention Rate	Success Rate	Avg. D,F,NP Rate
2014-2015	14,035	85.8%	65.3%	23.9%
2015-2016	13,980	85.8%	66.2%	22.9%
2016-2017	14,874	89.9%	69.7%	22.4%
2017-2018	15,947	91.1%	71.5%	21.5%
2018-2019	17,815	91.7%	72.6%	20.8%

MCC Research & Planning Office

FIGURE 42 OCCC ONLY

	Enrollment Count	Retention Rate	Success Rate	Avg. D,F,NP Rate
2014-2015	2,336	90.6%	68.2%	24.8%
2015-2016	2,116	92.0%	69.7%	24.2%
2016-2017	1,988	92.9%	72.3%	22.2%
2017-2018	1,654	91.7%	72.7%	20.8%
2018-2019	1,867	94.1%	74.3%	21.1%

MCC Research & Planning Office

Overview of Instruction

Recognized as an Hispanic-serving institution (HSI), Madera Community College serves approximately 5,600 students annually (unduplicated headcount), generating more than 1000 full-time equivalent students (FTES) each semester. MCC offers a wide variety of academic and occupational programs and opportunities for students, with over 550 class sections each year in 41 areas of study, giving students a choice of transfer, associate degrees, certificates of achievement, and certificates of completion. MCC offers occupational programs in Accounting, Ag Business, Business, Criminology, Child Development, Information Systems, Office Technology, Manufacturing, Licensed Vocational Nursing and Registered Nursing. New or expanded programs being planned for MCCC include Ag Business, Physics, and Engineering.

Additionally, Madera Community College has several programs that are independently accredited:

- Licensed Vocational Nursing (LVN): Board of Vocational Nursing and Psychiatric Technicians (BVNPT)
- Licensed Vocational Nursing to Registered Nurse (LVN – RN): California Board of Registered Nursing
- Child Development: National Association for the Education of Young Children (NAEYC)

Educational Goals

The following table shows the unduplicated student headcount by educational goal for the past five fall semesters. The majority of students are seeking a bachelor's degree after earning their associate degree. It is important to note the students that are undecided. As Madera Community College moves toward fuller implementation of Guided Pathways, it is imperative that offerings include exposure to various career fields.

FIGURE 43 UNDUPLICATED ENROLLMENT BY EDUCATIONAL GOAL FALL 2015- 2019

Educational Goal	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Obtain an Associate's degree and transfer	54%	53%	57%	55%	53%
Null	2%	1%	1%	0%	1%
Undecided	14%	12%	14%	13%	12%
Transfer to a baccalaureate granting institution	8%	8%	8%	9%	9%
Obtain a two-year degree associate degree	7%	9%	7%	7%	9%
Other	15%	17%	13%	16%	16%

MCC Research & Planning

The overall increase in enrollment matches the increase in commencement at the Madera site where both MCC and OCCC graduates are celebrated.

FIGURE 44 AWARDS BY COMMENCEMENT SITE

MCC Research & Planning Office
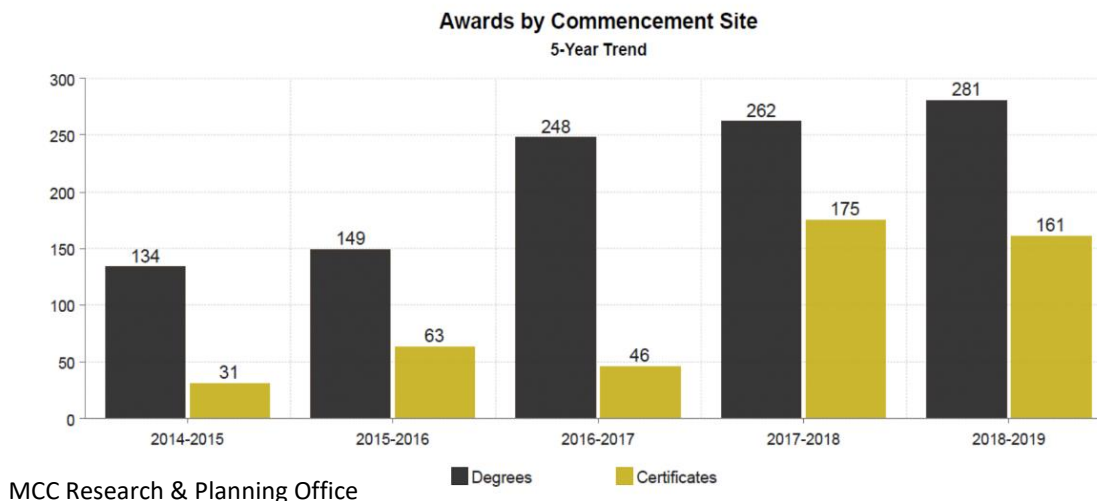
Current Degree and Certificate Offerings

Liberal Arts and Social Sciences (LASS) Division

The LASS division includes two departments: Fine Arts and Social Sciences, and Composition, Literature and Languages.

Fine Arts and Social Science Department

The Fine Arts and Social Science Department offers Fine Arts courses in two-dimensional studio art (drawing, painting and digital art), art appreciation and art history, music appreciation, and photography. Students can earn certificates or degrees in studio art and digital art, including computer graphics. In the discipline of Social Sciences, Madera Community College offers courses that are applicable to meet general education requirements, as well as those that lead to degrees and certificates, in the following disciplines: communication studies, geography, history, philosophy, political science, psychology, sociology and speech language pathology assistant.

Composition, Literature and Languages Department

The Composition, Literature and Languages department offers general education courses, degree applicable, and transfer applicable courses in English composition and literature, film, Spanish, American Sign Language, and linguistics. English as a second language coursework includes oral skills, written skills and grammar, which are organized into several certificate programs.
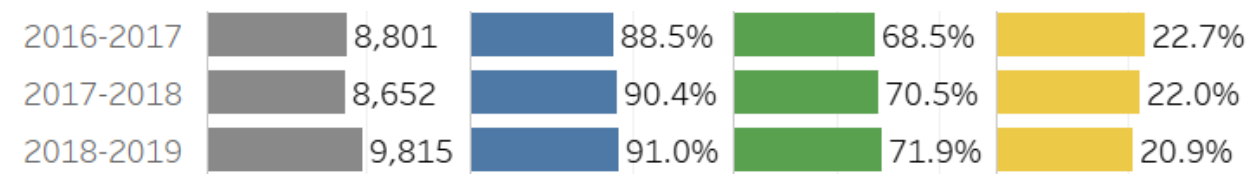
Partnerships

The LASS division has established a number of partnerships with local schools and with other community organizations. Dual Enrollment (AB 288) courses are offered at Madera High School and Madera South

High School in the disciplines of history and English. ESL is offered at the MCC campus as well as at various locations in the community. Community partners include the Madera Adult School and Madera Unified School District Parent Resource Centers, the Madera Workforce Collaborative, and nonprofit organizations throughout the Madera community. The Speech Language Pathology Assisting Program is also developing partnerships with school districts and private practitioners, including health care organizations, to create opportunities for student internships and field work experiences.

Enrollment, Retention, Success

As demonstrated by the data below, enrollment in the LASS Division jumped during the 2018-2019 school year by over 1000 students. Retention has improved 2.5% in the last 3 years while the success rate has risen 3.4%.

FIGURE 45 LASS DIVISION ENROLLMENT, RETENTION, SUCCESS 2016-2019

	Enrollment Count	Retention Rate	Success Rate	Avg. D,F,NP Rate
2016-2017	8,801	88.5%	68.5%	22.7%
2017-2018	8,652	90.4%	70.5%	22.0%
2018-2019	9,815	91.0%	71.9%	20.9%

MCC Research & Planning Office

CTE and STEM Division

The CTE and Stem Division includes two departments: Career and Technology Education Department as well as Science, Technology, Engineering, and Mathematics Department.

Career and Technology Education (CTE) Department

The Career and Technology Education Department is staffed by fourteen full-time faculty and more than forty part-time faculty providing hands-on education that leads to productive and in-demand careers to meet the community, region and state's industry needs. Programs offered lead to Associate Degrees (AS), Associate Degrees for Transfer (AST) and Certificates in Accounting, Agriculture, Agriculture Business, Business Administration, Child Development, Criminology, Information Systems, Licensed Vocational Nursing (LVN), LVN to Registered Nursing, Manufacturing, Maintenance Mechanic, Office Technology, Plant Science, and Welding. Health programs offer courses in Kinesiology, Physical Education and Food and Nutrition.

Agriculture, manufacturing and health services are the three major industry sectors in Madera County and the Central Valley region. MCC has developed signature programs in these areas to train the next generation of workers for these sectors. MCC's nursing graduates have consistently had pass rates of 90-100% in licensing exams and are productively employed in the region. MCC has invested in state-of-the-art facilities to provide high quality education in these disciplines.

Science, Technology, Engineering and Mathematics (STEM) Department

The Science, Technology, Engineering and Mathematics (STEM) Department is staffed by fourteen full-time faculty and more than fifty part-time faculty offering courses in biology, chemistry, mathematics, physics, engineering, geology and general science to train the next generation of scientists, STEM educators, engineers and science professionals to work in the STEM industries. Programs offered include Associate of Science and AS-T degrees. Biology is the largest discipline with over 1000 students enrolled each semester pursuing STEM majors, pre-medicine, pre-vet, nursing and other health careers. A high percentage of students transfer to continue four-year degrees. Physics and Engineering are our newest disciplines added within the last four years and have grown significantly in number of courses offered and enrollment. Mathematics has undergone significant changes in course offerings to comply with AB705. This shift has led to a higher proportion of our students completing transfer level math courses in their first year of college.

The STEM Center on campus provides drop-in tutoring by peers and faculty members in all science, technology, engineering, and math courses. Students taking advantage of this additional support outside of classroom have shown a significant increase in persistence and success rates.

Partnerships

All CTE programs have industry advisory committees comprised of members from the community, industry and K-12. MCC students have the opportunity to do voluntary and paid internships with industry. Community partners include Madera Work Force Development Agency, Madera Chamber of Commerce, Madera County Farm Bureau, Madera and Golden Valley Unified School Districts, and several non-profit organizations.

Enrollment, Retention, Success

As demonstrated by the data below, enrollment in the CTE and STEM Division continues to climb with an increase of 914 students from 2017 to 2018 and then another increase of 727 students from 2018 to 2019. Retention remains above 90% during this time period; and success rate continues to climb.

FIGURE 46 CTE AND STEM DIVISION ENROLLMENT, RETENTION, SUCCESS 2016-2019

	Enrollment Count	Retention Rate	Success Rate	Avg. D,F,NP Rate
2016-2017	7,539	92.1%	70.9%	23.0%
2017-2018	8,455	91.8%	71.9%	21.7%
2018-2019	9,177	92.7%	72.6%	21.7%

MCC Research & Planning Office

Counseling Courses

Although Counseling services does not grant a certificate or degree, there are courses offered that assist students in college as well as life preparedness; including but not limited to Career Awareness and College and Life Management. The enrollment has continually increased, and the retention rate has remained steady. However, the success rate indicates a downward trend.

FIGURE 47 COUNSELING COURSES ENROLLMENT, RETENTION, SUCCESS 2016-2019

	Enrollment Count	Retention Rate	Success Rate	Avg. D,F,NP Rate
2016-2017	176	94.9%	88.1%	7.2%
2017-2018	186	94.1%	81.7%	13.1%
2018-2019	195	95.4%	78.5%	17.7%

MCC Research & Planning Office

Development Services Courses

Development Services offers courses to assist students in transitioning into student life. Courses include but not limited to Group Interaction for Students with Disabilities and Adapted Computer Literacy. The enrollment has increased, particularly during this last academic year. However, there are fluctuations in the retention and success rates over the last three years.

MCC Research & Planning Office

Delivery System

Both MCC and OCCC use multiple modalities for learning. Some courses are offered on campus in face-to-face sessions, others are offered online, some courses are shared between campuses in a synchronous 2-way audio/video format and some use a hybrid approach. Another approach is the use of an Open Educational Resource (OER or free online text) to reduce the increasing cost of a scholarly education. In short, MCC and OCCC have worked diligently in recent years to guarantee classes are available to all students regardless of circumstance, schedule or finance.

Efficiency

As evidenced by the Division enrollment data, Madera Community College is growing steadily. The count of sections has increased by 44%. The campus strives to be efficient in meeting students' course needs as well as course offerings. From an efficiency perspective, the state uses WSCH as a guiding metric. WSCH is an acronym for "Weekly Student Contact Hours." WSCH represents the total hours per week a student attends a class. WSCH are used to report apportionment's attendance and FTES. One (1) FTES represents 525 WSCH, which is the recommended standard. While the WSCH metric is a challenge across the state, the College is committed to developing effective efficiency strategies to improve its less than ideal measurement score.

FIGURE 49 EFFICIENCY

Madera Community College including Oakhurst (Outreach) Center					
Term	Semester FTES	Count of Sections	Enrollment	FTES to FTEF	WSCH to FTEF
Fall 2015	962	321	7429	13.2	397
Fall 2016	980	329	7653	13.4	401
Fall 2017	1059	366	8165	13.1	395
Fall 2018	1146	407	8928	13.2	397
Fall 2019	1246	461	10049	13.3	400

MCC Research & Planning Office

Efficiency Strategies

Madera Community College has undertaken two efficiency strategies to inform and shape future planning. The first strategy is the creation of the Strategic Enrollment Management Team. This team is directed by the Vice President of Learning and Student Success and will provide Madera Community College ongoing attention to its overall efficiency in terms of classroom space and course offerings.

The second strategy focuses on accurate data. The Senior Research and Planning Analyst is taking the lead by drilling down on division data by subject, enrollment, count of sections, FTES, as well as WSCH to FTEF. It is planned that this comprehensive approach will have continuous monitoring. Moreover, it will provide valuable information to report to the newly formed Strategic Enrollment Management Team. The table below provides the most recent data.

FIGURE 50 EFFICIENCY BY SUBJECT

Level of Detail (1)	Annual or Term	Enrollment (Seats)	Unduplicated Count of Students Enrolled	Count of Sections with Enrollment	Total FTES	FTEF	Total FTES to FTEF	Total WSCH to FTEF
Fine Arts, Social Science.R	2014-15	3,585	2,235	126	368.10	25.16	14.63	438.98
	2015-16	3,612	2,341	140	378.19	25.57	14.79	443.68
	2016-17	3,878	2,526	157	407.51	28.67	14.21	426.34
	2017-18	4,096	2,671	172	427.82	31.74	13.48	404.34
	2018-19	5,027	3,167	210	520.74	35.93	14.49	434.82
HLTH, PE, DA, CNA, CHDEV.R	2014-15	2,279	1,490	88	253.34	19.71	12.85	385.59
	2015-16	2,091	1,413	89	239.30	21.19	11.29	338.79
	2016-17	2,441	1,694	104	282.34	23.06	12.24	367.25
	2017-18	2,730	1,963	121	319.22	25.20	12.67	380.14
	2018-19	2,898	2,015	127	338.71	26.26	12.90	386.93
Communications.R	2014-15	2,674	1,998	107	324.60	25.69	12.63	379.01
	2015-16	2,514	1,920	103	305.23	24.58	12.42	372.57
	2016-17	2,806	2,071	115	336.00	26.82	12.53	375.83
	2017-18	3,020	2,212	135	356.23	30.88	11.53	346.04
	2018-19	328	320	12	37.38	2.73	13.69	410.82
Business.R	2014-15	2,553	1,732	113	271.18	23.35	11.61	348.40
	2015-16	2,368	1,550	112	245.76	22.21	11.06	331.91
	2016-17	2,083	1,389	98	219.12	18.48	11.86	355.71
	2017-18	1,902	1,230	118	201.01	18.48	10.88	326.29
	2018-19	2,034	1,413	114	218.69	16.60	13.18	395.33

Level of Detail (1)	Annual or Term	Enrollment (Seats)	Unduplicated Count of Students Enrolled	Count of Sections with Enrollment	Total FTES	FTEF	Total FTES to FTEF	Total WSCH to FTEF
Sciences.R	2014-15	1,749	1,370	60	344.56	18.34	18.79	563.68
	2015-16	1,920	1,393	79	384.62	23.70	16.23	486.90
	2016-17	2,058	1,454	81	396.42	23.62	16.79	503.57
	2017-18	145	126	6	21.84	1.60	13.65	409.59
Science, Geography.R	2017-18	2,357	1,736	99	441.63	27.31	16.17	485.13
	2018-19	3,075	2,130	119	561.01	33.17	16.91	507.41
Math & Technology.R	2014-15	1,499	1,161	43	230.60	12.96	17.79	533.68
	2015-16	1,641	1,254	55	246.41	16.22	15.20	455.87
	2016-17	1,875	1,282	59	248.87	16.51	15.07	452.14
	2017-18	127	123	9	19.09	1.80	10.62	318.52
Reading & Languages.R	2014-15	934	801	47	133.96	13.03	10.28	308.42
	2015-16	1,061	864	56	149.20	14.78	10.10	302.87
	2016-17	1,164	955	69	163.10	17.24	9.46	283.77
	2017-18	947	807	58	132.71	15.42	8.61	258.21
	2018-19	30	30	2	4.46	0.58	7.67	230.11
Math, Comp Sci, Engineering.R	2017-18	1,631	1,272	58	256.05	17.97	14.25	427.36
	2018-19	1,436	1,140	63	214.92	18.22	11.80	353.92
English.R	2018-19	2,520	1,948	108	306.13	25.70	11.91	357.41
Industrial Technology.R	2014-15	480	86	36	47.71	5.53	8.64	259.08
	2015-16	295	79	22	34.32	5.78	5.94	178.30
	2016-17	384	63	29	39.61	5.74	6.90	207.08
	2017-18	245	58	26	32.34	5.61	5.76	172.90
	2018-19	233	57	22	40.09	5.41	7.41	222.35
Communication and Lan..	2018-19	1,364	1,079	86	158.78	18.68	8.50	255.05
Agriculture/Nat Resources.R	2017-18	244	182	19	30.45	2.63	11.57	347.23
	2018-19	271	203	17	33.63	1.95	17.26	517.88
Counseling.R	2014-15	133	107	13	5.60	1.28	4.36	130.84
	2015-16	145	108	14	6.18	1.48	4.17	125.00
	2016-17	264	205	17	15.82	1.67	9.48	284.33
	2017-18	206	186	14	16.16	1.46	11.06	331.66
	2018-19	247	222	15	18.28	1.47	12.47	374.24

Disabled Students Prog.R	2014-15	34	33	2	2.30	0.27	8.63	258.86
	2015-16	57	45	3	3.27	0.33	9.81	294.29
	2016-17	64	43	4	3.64	0.47	7.83	235.02
	2017-18	62	37	4	4.27	0.55	7.79	233.84
	2018-19	87	44	5	9.80	0.87	11.33	339.88
Ag & Indust Technology.R	2014-15	14	14	4	1.42	0.00		
	2015-16	9	9	6	0.91	0.13	6.76	202.77
	2016-17	100	86	13	12.88	1.25	10.31	309.25

MCC Research & Planning Office

Development of Institutional Learning Outcomes

The approval of the Mission, Vision and Values https://www.maderacenter.com/about/mission-statement.html in Fall 2019 set the stage for Madera Community College and Oakhurst Community College (Outreach) Center to collaboratively establish their own institutional learning outcomes (ILOs) that aligned with their shared Mission, Vision and Values. Early on, they developed a 2-page document of frequently asked questions (FAQs) to set the framework and parameters for the establishment of the ILOs.

In October 2019, a taskforce consisting of Deans and Directors was charged with developing a preliminary draft of the ILOs. The task force looked at ILOs from several other community colleges in California including the three sister colleges in the State Center Community College District (SCCCD) and then reviewed the program outcomes developed by the instructional and student services unit on campus to be certain that the categories selected aligned with the Mission, Vision and Values of the college. The General Education (GE) outcomes developed over the years by MCCC as part of Reedley College were also reviewed to make sure the categories of ILOs represented the adopted GE outcomes. The preliminary draft of ILOs was developed and discussed in the PAC meeting on November 13, 2019. The first draft of ILOs was then presented at the College Center Council at the November 15th meeting for first read and distribution to various constituency groups for feedback and revision.

The ILOs developed by Madera Community College have five categories and align with the State Center Community College District ILOs as represented by the three sister colleges. In addition to the four ILOs that the three sister colleges in the district developed, MCC added a fifth ILO, "Cultural Competency" to emphasize the diversity and equity awareness and sensitivity expected so students thrive in an increasing pluralistic society. The fifth ILO was guided by and in alignment with our Mission, Vision and Values. The five ILOs developed by MCC are:

1) Communication Skills

2) Critical Thinking and Problem Solving

3) Community and Global Awareness

4) Personal Responsibility and Development

5) Cultural Competency

The ILOs with revisions from feedback received was presented and approved by the College Center Council at its December 6th, 2019 meeting. The ILOs are supported by the Guided Pathways framework, Vision for Success, and MCC's Mission, Vision and Values.

MCCC as part of Reedley College has always assessed SLOs, PLOs and ILOs. An example of this process is evident in the Child Development program that went through a detailed and thorough program review in Fall 2019, which contributed to the assessment of ILOs. The program review took into consideration

the SLO assessments that influenced the Course Learning Outcomes, which in turn led to the program learning outcomes for the AS-T degree in the Child Development Program at MCC.

As stated in the document "Framework for ILOs – FAQs" each program does not need to meet all five ILOs. However, each program must contribute to at least one ILO. Likewise, each course within a program need not fulfill every program-level student learning outcome. However, each course must meet at least one of its program's established student learning outcomes. By contrast, a course should meet every one of its stated student learning outcomes. For example, one of the PLOs (PLO#5) for the Early Childhood Education, AS-T is an expectation that students who complete the program are able to "apply ethical standards and professional behaviors that demonstrate understanding and knowledge, deepening the commitment to the Early Care and Education Profession." This outcome is achieved from various Child Development courses. For example, under CHDEV-1 – "Principles and Practices of Teaching Young Children," SLO2 requires that students who complete this course are able to "Describe the role of the early childhood educator, including ethical conduct and professional pathways." Based on this SLO and the PLO that corresponds to it, a student could be assessed for meeting the ILO 4 - Personal Responsibility and Development – "Demonstrate an understanding of ethical issues and ability to make ethical decisions with integrity in personal, professional and community context."

Program Awards as a College

In keeping with efforts towards becoming a fully accredited college, extensive research informed the decision to move over a considerable list of degrees and certificates from Reedley College. The following table identifies the programs to be established on the Madera campus. The follow three tables present the information in three categories: Certificates of Achievement, Associate Degrees, and Associate Degrees for Transfer.

FIGURE 51 CERTIFICATES OF ACHIEVEMENT

College	Program Title	Program Award
Madera	21st Century Job Skills	Certificate requiring 6 to fewer than 18 semester units (not approved by Chancellor's Office)
Madera	Academic and Vocational English as a Second Language	Non-Credit award requiring from 288 to fewer than 480 hours
Madera	Accounting	Certificate requiring 18 to fewer than 30 semester units
Madera	Administrative Assistant	Certificate requiring 18 to fewer than 30 semester units
Madera	Agricultural Mechanics	Certificate requiring 18 to fewer than 30 semester units
Madera	American Sign Language Conversational Proficiency	Certificate requiring 18 to fewer than 30 semester units
Madera	Associate Teacher	Certificate requiring 12 to fewer than 18 semester units (approved by Chancellor's Office)

Madera	Backcountry Skills	Other Credit Award, under 6 semester units
Madera	Basic English as a Second Language	Non-Credit award requiring from 288 to fewer than 480 hours
Madera	Basics of Computers	Certificate requiring 6 to fewer than 18 semester units (not approved by Chancellor's Office)
Madera	Business Foundations	Certificate requiring 18 to fewer than 30 semester units
Madera	Business Intern	Certificate requiring 18 to fewer than 30 semester units
Madera	Child Development	Certificate requiring 18 to fewer than 30 semester units
Madera	Communication Studies	Certificate requiring 12 to fewer than 18 semester units (approved by Chancellor's Office)
Madera	Creative Writing	Certificate requiring 12 to fewer than 18 semester units
Madera	Criminology-Corrections	Certificate requiring 18 to fewer than 30 semester units
Madera	Criminology-Law Enforcement	Certificate requiring 18 to fewer than 30 semester units
Madera	Dev Services Cert in Life Skills/Community Emphasis	Certificate requiring 6 to fewer than 18 semester units (not approved by Chancellor's Office)
Madera	Dev Services Cert in Life Skills/Workability Emphasis	Certificate requiring 6 to fewer than 18 semester units (not approved by Chancellor's Office)
Madera	Early Intervention Assistant	Certificate requiring 18 to fewer than 30 semester units
Madera	Environmental Horticulture	Certificate requiring 12 to fewer than 18 semester units (approved by Chancellor's Office)
Madera	Honors	Certificate requiring 6 to fewer than 18 semester units (not approved by Chancellor's Office)
Madera	Hospitality Management	Certificate requiring 6 to fewer than 18 semester units (not approved by Chancellor's Office)
Madera	Human Services	Certificate requiring 18 to fewer than 30 semester units
Madera	Industrial Maintenance Technician	
Madera	Information Systems	Certificate requiring 18 to fewer than 30 semester units
Madera	Information Systems, Networking	Certificate requiring 18 to fewer than 30 semester units

College	Program Title	Program Award
Madera	Information Technology Support Technician	Certificate requiring 12 to fewer than 18 semester units (approved by Chancellor's Office)
Madera	Intermediate Academic and Vocational English as a Second Language	Non-Credit award requiring from 288 to fewer than 480 hours
Madera	Licensed Vocational Nursing	Certificate requiring 30 to fewer than 60 semester units
Madera	LVN-RN	Certificate requiring 18 to fewer than 30 semester units
Madera	Machinist	Certificate requiring 18 to fewer than 30 semester units
Madera	Managerial Assistant	Certificate requiring 18 to fewer than 30 semester units
Madera	Manufacturing 1	Certificate requiring 12 to fewer than 18 semester units (approved by Chancellor's Office)
Madera	Mechanized Agriculture	Certificate requiring 30 to fewer than 60 semester units
Madera	Medical Administrative Assistant	Certificate requiring 18 to fewer than 30 semester units
Madera	Office Assistant	Certificate requiring 12 to fewer than 18 semester units (approved by Chancellor's Office)
Madera	Speech Aide	Certificate requiring 18 to fewer than 30 semester units
Madera	Welder	Certificate requiring 18 to fewer than 30 semester units

MCC Curriculum Committee

FIGURE 52 ASSOCIATE DEGREES

College	Program Title	Program Award
Madera	Accounting	A.S. Degree
Madera	Administrative Assistant	A.S. Degree
Madera	Agricultural Mechanics	A.S. Degree
Madera	Agriculture Business, Option A	A.S. Degree
Madera	Agriculture Education	A.S. Degree
Madera	American Sign Language	A.A. Degree
Madera	Art: Two-Dimensional	A.A. Degree
Madera	Biological Science	A.S. Degree
Madera	Business Administration: Entrepreneur	A.S. Degree

Madera	Business Administration: General Business	A.S. Degree
Madera	Business Administration: Management	A.S. Degree
Madera	Business Administration: Marketing	A.S. Degree
Madera	Business Administration-Information Systems Management	A.S. Degree
Madera	Child Development	A.S. Degree
Madera	Communication	A.A. Degree
Madera	Computer Science	A.S. Degree
Madera	Criminology-Corrections	A.S. Degree
Madera	Criminology-Law Enforcement	A.S. Degree
Madera	Engineering	A.S. Degree
Madera	English	A.A. Degree
Madera	Environmental Horticulture	A.S. Degree
Madera	Industrial Maintenance Technician	A.S. Degree
Madera	Information Systems, Information Technology Support Option	A.S. Degree
Madera	Information Systems, Networking	
Madera	Liberal Arts & Sciences: Arts & Humanities	A.A. Degree
Madera	Liberal Arts & Sciences: Natural Sciences	A.A. Degree
Madera	Liberal Studies	A.A. Degree
Madera	Licensed Vocational Nursing	A.S. Degree
Madera	LVN-RN	A.S. Degree
Madera	Machine Tool Technology	A.S. Degree
Madera	Mathematics	A.S. Degree
Madera	Medical Administrative Assistant	A.S. Degree
Madera	Physical Science	A.S. Degree
Madera	Plant and Soil Science	A.S. Degree
Madera	Social Science	A.A. Degree
Madera	Speech-Language Pathology Assistant	A.S. Degree
Madera	Welding Technology	A.S. Degree

MCC Curriculum Committee

FIGURE 53 ASSOCIATE DEGREES FOR TRANSFER

College	Program Title	Program Award
Madera	Administration of Justice	A.S.-T Degree
Madera	Agriculture Business	A.S.-T Degree

Madera	Agriculture Plant Science	A.S.-T Degree
Madera	Art History	A.A.-T Degree
Madera	Biology	A.S.- T Degree
Madera	Business Administration	A.S.-T Degree
Madera	Chemistry	A.S.-T Degree
Madera	Communication Studies	A.A. -T Degree
Madera	Early Childhood Education	A.S.-T Degree
Madera	Elementary Teacher Education	A.A. Degree
Madera	Economics	A.A.-T Degree
Madera	English	A.A.-T Degree
Madera	History	A.A.-T Degree
Madera	Kinesiology	A.A.-T Degree
Madera	Mathematics	A.S.-T Degree
Madera	Philosophy	A.A.-T Degree
Madera	Physics	A.S.-T Degree
Madera	Political Science	A.A.-T Degree
Madera	Psychology	A.A.-T Degree
Madera	Sociology	A.A.-T Degree
Madera	Spanish	A.A.-T Degree
Madera	Studio Arts	A.A.-T Degree

MCC Curriculum Committee

Honors Program

The Honors Program offers highly motivated students educational experiences that prepare them for the challenges awaiting them upon graduation. Honors students collaborate in a community of scholars who support and inspire each other while striving for academic excellence and making a difference in the community and wider world. Specifically, the Honors Program provides students with a customized curriculum that rewards their successful efforts through priority registration, special honors classes, seminars, research symposiums, and field trips. In addition, honors students learn to analyze and evaluate scholarly research materials that incorporate valid, credible, and relevant evidence in written, and/or oral, communication within the various academic disciplines, which are necessary skills needed at all four-year institutions. Additionally, honors students are required to complete community service during the program, which increases their civic knowledge and contributions to the community.

Guided Pathways

Madera Community College aims to become the newest comprehensive Guided Pathways College in California. The campus is infusing the Guided Pathways (GP) pillars and principles in the day-to-day operations of the campus. Being the only post-secondary education campus in Madera County, the goal is to provide a welcoming, clear and engaging campus environment through a GP approach for all

students resulting in the fulfillment of the college's mission, vision and values. The campus will implement a GP framework that will dramatically change the students' experience. By incorporating the four GP pillars into the governance structure, enrollment management, student success, vision for success and institutional set standards, the college will become a comprehensive GP College centered on equity to ensure access and success for all students.

California Guided Pathways Demonstration Project

Through a competitive process, Reedley College and its centers participated in the 20 California GP Demonstration Project. The project design focuses on assisting 20 California community colleges to implement an integrated, institution-wide approach to student success by creating structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers. Once selected, Reedley College created a core team of administrators and faculty, which participated in six institutes that received guidance and structure on how to plan for campus work. Two members of the GP core team were specific to the Madera Community College Center (MCCC). A second GP Transformation Team was created to support the GP framework, which included additional faculty and staff from MCCC. As this was occurring, MCCC was working toward becoming an independent accredited college. Goals and milestones completed, to date, are Reedley College centric.

Madera Center Guided Pathways Framework

When Madera Community College Center selected a Campus President in late spring 2019, the campus accelerated its accreditation efforts and the work of GP became a priority. In the summer of 2019, MCCC selected two GP Co-Coordinators, one representing instruction and the other representing student services. Starting Fall 2019, Madera created its own GP core team composed of administrators, faculty, staff and students. The goal of the group is to lead the GP implementation efforts and to center the work on Madera Community College. The core team also made certain the local campus goals align with the California Vision for Success, referred to as the "guiding star".

As a college-wide committee, the Guided Pathways core team reports to the College Council. Within the GP core team, there are subcommittees representing the GP pillars. The creation of the current governance structure is an intentional decision to infuse GP into college operations. In addition to the governance structure, the Guided Pathways pillars are incorporated into the institutional set standards.

The Guided Pathways Committee has also adopted supporting principles to guide their collaborative undertaking. One is a motto: "Explore, Enter, Engage, and Excel." Another is articulating success factors. Having recently reviewed leading studies on effective support practices that contribute to student achievement, the campus has agreed to integrate six success factors within the GP activities to create an environment that is welcoming, intrusive, purposeful and engaging:

- Directed: Students have a goal and know how to achieve it.
- Focused: Students stay on track keeping their eyes on the prize.
- Nurtured: Students feel somebody wants and helps them to succeed.
- Engaged: Students actively participate in class and extracurricular activities.
- Connected: Students feel like they are part of the college community.
- Valued: Students' skills, talents, abilities, and experiences are recognized.

Madera Community College demonstrates that services support student learning and enhance the accomplishment of the institution's mission by regularly evaluating the quality of student support services at all locations and by all means of delivery, including distance education. As with instructional programs, student support services faculty and staff accomplish this through Program Review [II.C.1.1].

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

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

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

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

Oakhurst Student Support Services & Programs

Madera Community College provides many of the aforementioned services at the Oakhurst outreach center on a more limited basis. Classified Staff and Faculty travel to the Oakhurst campus on a fixed periodic schedule to provide opportunity and access to Eastern Madera County student population.

Academic Success Centers

The Academic Success Centers (ASC) offer free tutoring in three physical spaces – the STEM Center, Reading and Writing Center, and Learning Center – in all courses across the curriculum at Madera Community College Centers. All peer tutors are faculty recommended, have earned an 'A' in the class they tutor, and receive rigorous training that is professionally certified. Students study and learn together in a variety of modalities: one-on-one, online, and small group; and by using two methods: drop-in and appointment-based tutoring.

STEM Center

For students of Science, Technology, Engineering, and Mathematics, the STEM Center offers free drop-in tutoring for all levels of math, as well as biology, chemistry, engineering and physics. Discipline faculty members have offices in the space and provide direct support for all students on a daily basis.

Reading & Writing Center

Whether help is needed to start an assignment, feedback is desired for a draft of an assignment, grammar deeds polishing, or formatting of citations is required, the Reading and Writing Center (RWC) offers free appointments and resources for all student writers across the curriculum. The RWC also offers an online paper drop-off system with extensive feedback on written assignments provided by tutors within 48 hours.

Learning Center

The home of MCC's Extending the Classroom (ETC) initiative, the Learning Center "embeds" tutors in classrooms across the curriculum and offers both drop-in tutoring and regularly scheduled sessions in everything from accounting and communications to philosophy and psychology. ETC is a means of customized and personalized cohort support with a faculty member and student ETC Leader working in tandem in and out of the classroom to support student success.

Use of Academic Success Centers

The table below shows the Academic Success Centers are utilized by students. Looking at the use of tutoring services at the Extended Classroom, STEM Center, and the Writing Center, there was an overall 15.7% increase from Spring 2017 to Spring 2018.

FIGURE 54 TUTORING VISITS SPRING 2017-2018
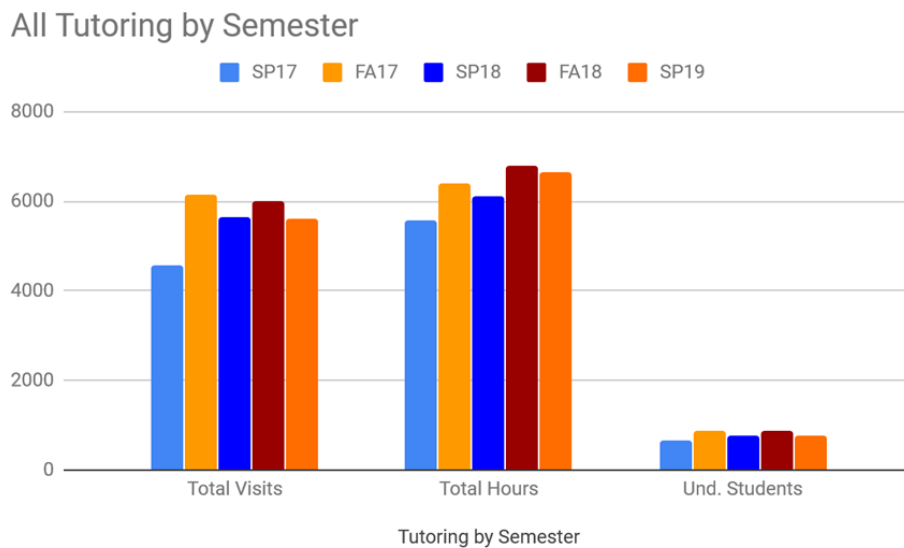
	SP17	FA17	SP18	FA18	SP19
Student Headcount	662	884	767	885	783
Total Visits	4584	6162	5633	5992	5605
Total Hours	5568	6409	6108	6807	6636

MCC Student Services

Admissions & Records

The Admissions and Records office provides services by processing admissions applications for individuals interested in attending MCC. Upon completion of applicable admission requirements, registration materials are processed through the district's centralized Admissions and Records functions.

Campus Life/ASG

The purpose of the Associated Student Government is to serve as a liaison between the students and faculty and administration.

- Advocate on behalf of students' issues
- Participate in the shared governance of the college
- Develop projects, programs, workshops, etc., to meet the needs of the student body
- Host activities and festivities to foster student interaction and community
- Oversee, to some extent, all student-run organizations on campus
- Represent the college's students' voices at the campus, district, region, and state levels

Career, Transfer& Employment Center

The Career Resource Center was established in 2016 with support from the SCCCD Foundation. The CRC is actively expanding services to provide additional career and employment resources to assist students in gaining career pathways assistance and needed skills for student success. To that end a full-time Career & Transfer counselor and a Job Developer were hired to deliver these services.

Center Bookstore

The Madera Community College Bookstore offers textbooks, supplies, parking permits, and merchandise. The on-campus bookstore stocks a variety of supplies and carries required materials for course work at the college. Textbooks are available for rent or purchase and price matching helps students save on textbook purchases.

College/Campus Police

State Center Community College District Police Department aids in the administrative processes of the college and district by protecting the person and rights of all district employees, district and student body property, and private property. Assistance will be given to victims of any type of crime or to persons seeking general law enforcement information.

College Relations & Outreach

The College Relations program endeavors to create a college-going culture for high school students and the community at large by providing information and outreach services to encourage individuals to further their education. The college outreach specialist and the Registration-to-Go Orientation Assistants (RTGOA's) promote education as a means to upward mobility by regularly conducting high school presentations. This team is assigned to designated feeder high schools within the MCC service area and is actively involved in the Registration-to- Go (RTG) program.

The RTG program includes assisting students with the college admissions process by providing instructions on completing the online admission application, promoting the completion of the new student online orientation, coordinating the counseling/advising sessions, providing training on how to register online and information on follow up registration services. In addition, this team participates in community events, such as College Night, and is in regular contact with community organizations. Also, campus tours are provided, introducing prospective college students and their parents to the programs and services available at MCC.

Counseling

The Counseling Department provides comprehensive counseling services to assist students towards achieving a successful college experience. Counselors help promote student development and success by coordinating quality services and programs that are focused on students' needs. The programs are designed to provide each student with individualized help in assessing personal interests and abilities. Counselors assist students by developing Student Education Plans (SEPs) that guide students towards earning a certificate, associate degree and/or transfer to a four-year university. New Student Welcome sessions are provided each fall semester for new students. New student orientations are also available online. The Counseling Department also offers counseling courses that are geared toward enhancing students' personal responsibility as well as intellectual and personal development. The Counseling Office is open from 8:00 a.m.to 5:00 p.m. Monday through Friday, with extended hours on Wednesday until 6:00 p.m., for students with appointments. Counselors are also available on a walk-in basis from 8:00 a.m. to 5:00 p.m. Monday through Friday.

Eight full time and four part-time counselors support a fully inclusive one stop center that engages students and effectively supports equity, access and student success.

Online Academic Counseling

On March 23, 2020, LiveHelp was launched. With Title V funding available until Sept 30, 2020, the State Center Community College District, Reedley College (RC)/Madera Center (MC)/Oakhurst Center (OC), Clovis Community College (CCC), and Fresno City College (FCC), offer an Online Academic Counseling service during designated days and times. Online Academic Counselors provide answers to general academic counseling questions. Some examples include academic/progress probation questions, links

to major and/or general education sheets, transfer questions, student support services information, and more. Students are able to engage with a counselor by clicking LiveHelp on the website.

EOPS/CARE/CalWORKS

The Extended Opportunity Programs and Services (EOP&S) provides comprehensive support services to first generation college students who are affected by language, social, and economically disadvantaged backgrounds. The program serves full-time students and aims to inform and guide them through the higher education process. Participants are provided with intensive counseling services, progress monitoring, tutoring, book vouchers, and priority registration. The program supports students in successfully completing their educational goals, including but not limited to obtaining vocational skills, certificates, associate degrees, and transferring to four-year college institutions. The Cooperative Agencies Resources for Education (CARE) program is a supplemental component of EOPS that is geared for students who are welfare dependent, single head of household, and pursuing an education to become economically self-sufficient. CARE provides services that are specifically designed to supplement existing EOPS academic services to help students complete their educational goals.

The California Work Opportunities and Responsibility to Kids (CalWORKs) Program at Madera Community College and Oakhurst Community College (Outreach) Center is designed to help recipients of cash aid earn a certificate or associates degree within a designated timeframe in an effort to develop the necessary skills to gain employment and become economically self-sufficient. The program provides services to eligible students who are referred by the Department of Social Services from Fresno and Madera counties. In partnership with these various county agencies, students participate in academic/training programs specific to their vocational and/or career goals. Upon completion of their educational goals, students are prepared to seek viable employment opportunities that can lead to financial independence.

CalWORKs students are a "high risk" population for attrition and most require high levels of intensive counseling and support services to advance their educational efforts.

Program Highlights

During the 2018-19 academic year, the CalWORKs program served a total of 251 unduplicated students at Reedley College (159) and the Madera Community College Center (92) with 309 school-aged children. Students served by the CalWORKs Program each term from Fresno and Madera counties are demonstrated in the table below (NOTE: the table below represents a duplicated student count):

FIGURE 55 CALWORKS PROGRAM 2018-19 DUPLICATED STUDENT COUNT

County	SU16	F16	SP17	SU17	F17	SP18	SU18	FA18	SP19
Fresno	29	54	52	36	59	68	44	57	65
Madera	38	60	73	47	77	65	49	71	70
Tulare	10	24	21	26	33	28	24	33	24
Total	77	138	146	109	169	161	117	161	159

Total By Year	361			439			437			

MCC Student Services

Financial Aid

The purpose of Financial Aid is to ensure that all students have timely and sufficient resources to enable them to enroll in college, cover their educational costs, maintain their financial aid eligibility, and complete their educational goals. The Financial Aid Office processes applications for several types of financial aid and monitors federal, state, and local financial aid programs, including, grants, loans, scholarships, and student work study opportunities. The MCC's Financial Aid Office aims to increase accessibility to higher education through assisting students in applying for and receiving federal, state, and local sources of financial aid. MCC also offers multiple scholarship opportunities.

Library

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

The library currently houses the open computer lab which offers laptops for check-out and printing, copying, and scanning services. The computer lab is also used for library instructional needs. MCC Library has 44 computers in the lab, 30 laptops for checkout, and 18 computers located in the main area of the library. Library hours and services are posted on the MCC website and are updated every semester.

During hours of operation, students can use the library computer lab, check out laptops, and use reserved textbooks. Faculty, classified professionals, and student workers staff the library

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

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

library resources. During the fall and spring semesters, the MCC Library is open 61.5 hours a week. A librarian is on duty for 35 hours of the week to provide instruction, reference, and technical services. Library services are also provided during the summer, and a librarian is "on-call" for instructional services and needs.

Student Health

Student Health Office offers nursing assessment and treatment for acute illness or injury which may result in first aid, over the counter or prescription medication, patient education, or referral to an appropriate health care provider or community agency. The Health office connects with Madera County to assist students with limited resources. All services are confidential. Health counseling is available regarding access to health care, diet and nutrition, physical activities, immunizations, family planning, dental care, prevention of chronic disease (heart disease, stroke and diabetes), mental health referral, reproductive health, substance abuse, smoking cessation, domestic violence, avoidance of risky behaviors, and the prevention of sexually transmitted infection and HIV. The office is located on campus and open Monday - Friday: 8:00am - 4:30pm. Students can stop by or text the confidential crisis line by texting "courage" to 741741.

Psychological Services

Psychological Services is a confidential program at Madera Community College Center designed to help meet the mental health needs of the college community. Working with Counseling and Health Services, Psychological Services helps in a number of areas, including: Personal Growth, Crisis Resolution, Daily Living Problems, Self-Esteem, Transition to College Life, Relationship and Family Issues, and has a Support Network for students with more serious Emotional Disorders. These services are available at no charge to students. Psychological services include 4-6 confidential counseling sessions for college students. Care is provided by a clinical psychologist and supervised graduate interns.

Appointments can be made at the Madera Community College with the Psychological Interns at the Health Services office or by calling the Health office. Psychological Interns meet with students individually for 50-minute sessions. Additionally a library of mental health resources is available to students online, including materials and agency contacts: https://www.maderacenter.com/campus-life/health-services/free-mental-health-resources.html.

Student Support Services (SSS) / TriO

TRiO- Upward Bound

Upward Bound at Madera Community College provides fundamental support to high school students enrolled in Madera High and Madera South high school in their preparation for college entrance and success. MCCC Upward Bound serves: high school students from low- income families; and high school students from families in which neither parent holds a bachelor's degree. Students whose parents holds an Associate Degree are eligible as First-Generation College bound students. The goal of Upward Bound is to increase the rate at which participant's complete secondary education and enroll in and graduate from institutions of postsecondary education. Upward Bound at MCC assists students to recognize and develop their potential to excel, it generates excitement and increases the rates of college enrollment among high school students.

Accomplishments

MCC TriO Program served 140 students during the 2019 – 2020, demonstrating a steady increase over the last five years (see table below). Thirty percent of the program's students engaged in CSU/UC campus field trips, and 50% of the utilized campus tutorial services.

FIGURE 56 TRIO PARTICIPATION 2015-2020

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
TRIO SSS	66	74	74	81	86
TRIO STEM	45	60	60	52	54
Year Total	111	134	134	133	140

MCC Student Services

Foster Youth / Next UP

MCC currently provides special services to foster youth and has worked closely with our local schools to provide the necessary services to this population. MCC offers a variety of resources to assist emancipated students exiting the foster care system. Foster youths are encouraged to contact the Financial Aid Office and Counseling Department at MCC. Services offered to foster youths at MCC include admissions assistance, financial aid assistance, academic counseling, assistance with finding on-campus employment (for those who qualify), assistance finding housing, and career advising.

Lion's Den Food Pantry

The Lions' Den Food Pantry opened for business on January 29, 2020. MCC received approximately eighteen-thousand dollars from multiple sources including the California State Legislature, as well as partnerships with our Associated Student Government, Madera County Food Bank, and the Madera Master Gardeners to help fund and fill this much-needed service for our students. Hours are 10am-2pm Monday-Thursday. If a student has an urgent need from the pantry before/after hours, staff will try to accommodate. The Lions' Den Food Pantry is available to all 4,500+ students on campus.

Toiletries, such as toothpaste, toilet paper, etc. will eventually be added to the pantry.

Due to numerous variables that effect enrollment at a college, forecasting does not truly predict an outcome. Nevertheless, it is essential to review the service area to be reminded of the community context that includes opportunities, challenges and the drivers for growth as well as past enrollment to better understand future planning for programs and college facilities.

Overview of the Service Area

When conducting an environmental scan there are a few important data points that inform Madera Community College's planning and growth:

- 28% of the population is 18 or younger, providing a base for potential enrollment

- Madera County projects an increase in Latino/Hispanic population by 2025 to 60%, projections are important as MCC is a Hispanic serving institution. Moreover, research shows that only 10% of the Latino/Hispanic population in Madera County has earned a bachelor's degree or higher

- Persons in poverty:
  - California 13%
  - Madera County 20%
  - City of Madera 28%

As detailed, Madera County's data regarding 'persons in poverty' is 7% higher than the California base line; and the City of Madera's percentage doubles that of the state. Presumably, educational attainment aligns with the higher impoverishment levels.

- Bachelor's degree or higher, the percent of persons age 25 years+ (2014-2018):
  - California 33%
  - Madera County 15%
  - City of Madera 10%

These key factors will remain central to future planning and serve to provide an equity lens to view Madera County's drivers for growth.

Community Context: Drivers for Growth

In early March 2020, an ABC newscast announced that a new study by the US Department of Commerce Economics and Statistics identified Madera County as "one of the fastest growing communities in the West" (https://abc30.com/5985415/). As an integral community leader and partner, Madera Community College is paying close attention to the multiple ways that growth is occurring throughout the County, aligning its planning to meet the local needs.

Economic Growth

A Cal-Trans sponsored economic report identified that in 2016, jobs increased in Madera County by 2700 positions in multiple sectors: government, agriculture, construction, as well as leisure and hospitality. Per capita income is expected to increase by 1.7% between 2017-2022

(https://www.shastaedc.org/wp-content/uploads/2018/07/CalTrans-2017-2050.pdf). Within the service area of Madera Community College, overall job growth is expected to be 13% or 85,000 jobs through 2025. During this period, 67% of all jobs created will require some post-secondary education. It is important to note that students in the service area who receive a California Community College degree double their earnings in three years.

Taking a regional view of employment, the table below identifies the number of persons employed in several prominent industry sectors within Madera County and 3 of its neighboring counties.

FIGURE 57 INDUSTRY BY OCCUPATION, COUNTIES

	Fresno County, California		Kings County, California		Madera County, California		Tulare County, California	
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
Total:	374,564	+/-3,396	50,960	+/-1,270	53,032	+/-1,414	170,780	+/-2,299
Agriculture, forestry, fishing and hunting, and mining	38,869	+/-1,774	7,898	+/-653	10,545	+/-782	33,244	+/-1,481
Construction	20,008	+/-1,131	1,827	+/-302	2,917	+/-450	7,926	+/-679
Manufacturing	27,843	+/-1,238	4,193	+/-500	4,580	+/-563	13,632	+/-986
Wholesale trade	14,798	+/-1,050	1,239	+/-250	1,268	+/-277	6,689	+/-589
Retail trade	40,067	+/-1,701	4,192	+/-471	5,160	+/-617	19,187	+/-1,042
Transportation and warehousing, and utilities	17,703	+/-1,171	2,009	+/-324	2,495	+/-360	7,611	+/-721
Information	4,852	+/-529	426	+/-130	770	+/-192	1,328	+/-275
Finance and insurance, and real estate and rental and leasing	18,128	+/-971	1,141	+/-251	1,592	+/-358	6,239	+/-619
Professional, scientific, and management, and administrative and waste management services	30,210	+/-1,134	3,004	+/-427	3,605	+/-426	10,675	+/-913
Educational services, and health care and social assistance	88,278	+/-1,696	11,200	+/-769	10,250	+/-816	36,083	+/-1,349
Arts, entertainment, and recreation, and accommodation and food services	32,924	+/-1,715	4,975	+/-497	4,328	+/-577	12,193	+/-987
Other services, except public administration	18,182	+/-1,091	2,157	+/-304	2,323	+/-355	7,021	+/-704
Public administration	22,702	+/-1,061	6,699	+/-646	3,199	+/-471	9,952	+/-737

Bureau of Labor Statistics

Population Growth

Madera County is expected to grow by 22.0% between 2017 and 2025, as compared to a growth rate of 12.5% for the state of California. The Madera area is one of the fastest- growing population centers in the Central Valley. The Census Bureau data project that it will be the fourth fastest growing county in the state through 2060, behind only Yolo, Placer and Kern. Census Bureau data also indicate that although the population of the City of Oakhurst has declined slightly in recent years, the population of eastern Madera County and the unincorporated towns along State Highway 41 and Highway 49 corridors north of Fresno is growing rapidly.

FIGURE 58 POPULATION GROWTH FORECAST SUMMARY

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

California Department of Finance

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

FIGURE 59 MADERA COUNTY AGE PROFILE

Source: California Department of Finance

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

84

FIGURE 60 MADERA COUNTY RACE AND ORIGIN PROFILE

California Department of Financing
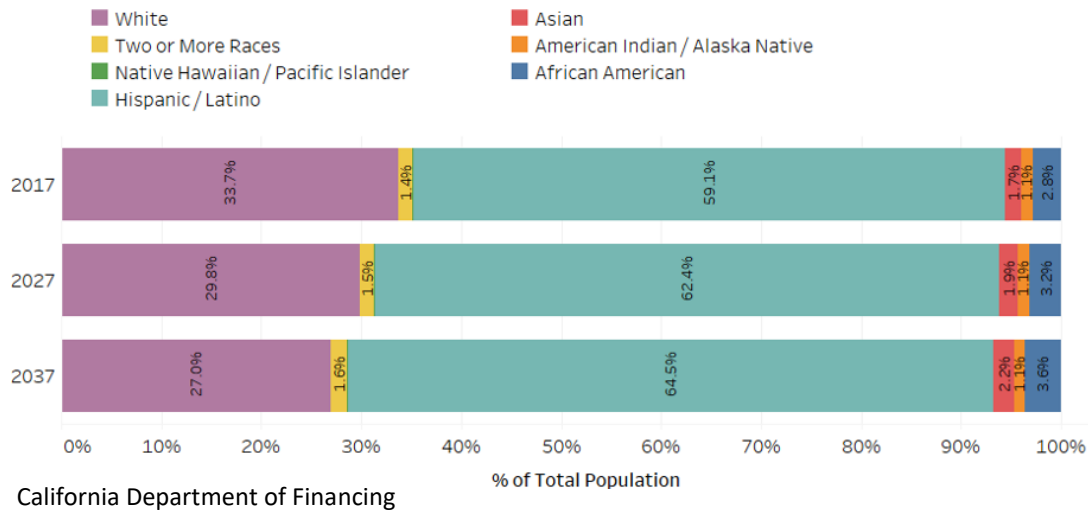
Surge in the Housing Market

With the increase in population, new housing is springing up throughout Madera County. New developments can be found in Chowchilla as well as along Highway 41 in Eastern Madera County. In 2019, Madera County received $11.3 million-dollar grant from The California Strategic Growth Council to construct affordable housing for veterans and families (https://www.maderactc.org/administration/page/city-madera-awarded-113-million-affordable-housing-and-sustainable-communities). This higher rate of growth is due to large-scale housing developments that are under construction in the County. These developments are to the south and east of the City of Madera and are within easy driving distance to Madera Community College. For example, Tesoro Viejo (https://tesoroviejo.com/) is a planned community with nine residential villages located off Highway 41; and Riverstone (https://www.riverstoneca.com/)with eight residential districts also located off of Highway 41.

Growth in the General Student Population

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

The growth in population coupled with the surge of new housing development has required the construction of the new Matilda Torres High School, which is scheduled to open in Fall 2020. The school is starting out with freshman and sophomore classes; has an expected graduation 2024. This development illustrates a strong student pipeline and an opportunity for sustained growth for Madera Community College.

FIGURE 61 HIGH SCHOOL GRADUATION PROJECTIONS BY DISTRICT

SCCCD Projected High School Senior Population – Graduating 2016 through 2027 (Based on Top 11 Feeder Districts)

County	District		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
			High School Graduation Year											
Fresno	Fresno Unified		4,928	4,962	5,024	5,258	5,197	5,406	5,653	5,725	6,040	5,836	6,039	5,893
Fresno	Clovis Unified		3,209	3,153	3,350	3,269	3,288	3,264	3,337	3,123	3,185	3,130	3,038	2,904
Madera	Madera Unified		1,209	1,312	1,433	1,508	1,534	1,554	1,673	1,617	1,805	1,627	1,677	1,571
Fresno	Central Unified		1,086	1,134	1,118	1,146	1,269	1,246	1,257	1,247	1,258	1,203	1,151	1,177
Fresno	Sanger Unified		785	790	809	851	840	894	886	915	936	921	906	853
Fresno	Kings Canyon Joint Unified		735	692	694	680	747	758	732	811	769	788	744	713
Tulare	Dinuba Unified		561	528	527	568	464	511	481	492	484	439	495	502
Fresno	Selma Unified		452	470	522	509	516	489	495	493	515	536	475	491
Fresno	Washington Unified		435	328	303	310	143	179	173	211	170	221	201	174
Fresno	Fresno County Office of Ed.		361	244	207	105	107	84	127	132	134	131	137	125
Fresno	Kerman Unified		328	344	377	406	336	404	399	421	405	382	394	391

KEY for "Top 11: Graduation Year 2016

	2016 Count
	> Greater Than Any Prior Year Shown
	< Less Than Prior Year
	> Greater Than Prior Year but Not the Max of All Prior Years

MCC Research & Planning Office

Madera County has sustained growth, and the county school system reflects the increase. In reviewing the 9th – 12th grade population, there are 11,880 students and over 90% of the students attend public schools. Interestingly, over 80% of college and graduate students in Madera County are also attending public school. With such high percentages, one can see the positive effect of the public education system within this county as well as the importance to sustain the level of its response to the local community.

FIGURE 62 MADERA CITY AND COUNTY SCHOOL ENROLLMENT BY GRADE LEVEL 2018

Madera County Enrolled in Public School				
School Enrollment	Total	%	Public School	% Public School
Kindergarten to 12th grade	32,430	75%	30,596	94%
Kindergarten	2,153	5%	2,153	100%
Elementary: grade 1 to grade 4	8,669	20%	8,039	93%
Elementary: grade 5 to grade 8	9,728	22%	9,624	99%
High school: grade 9 to grade 12	11,880	27%	10,780	91%
College, undergraduate	7,191	17%	5,849	81%
Graduate, professional school	393	1%	393	100%

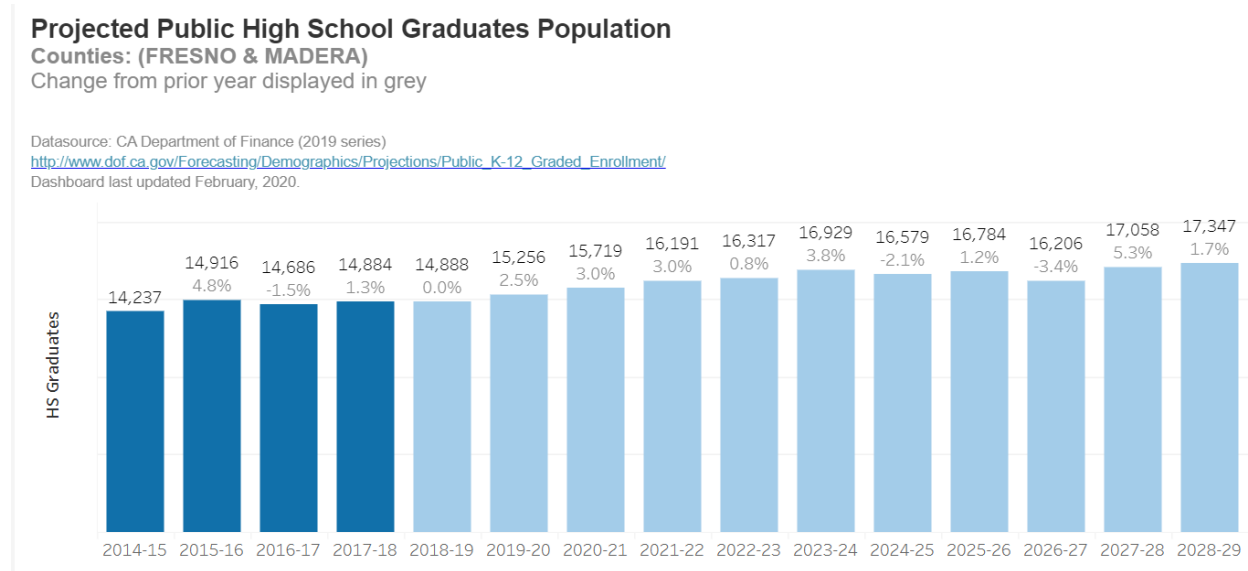|				
Population enrolled in college or graduate school	7,584	17%	6,242	82%
Males enrolled in college or graduate school	3,159	16%	2,708	86%
Females enrolled in college or graduate school	4,425	19%	3,534	80%

*Missing percentage in private school/Other

American Community Survey 2018 estimates (Census Data): https://data.census.gov/cedsci/table?q=enrolled%20in%20elementary%20school&g=0500000US06039&tid=ACSST1Y2018.S1401&hidePreview=true

When reviewing data below pertaining to Madera Unified School District, the largest school district in the county, the influence of the public-school system is even more concentrated. Therefore, relationships between the school districts and Madera Community College is fundamental to its capability to be a responsive community partner.

FIGURE 63 MADERA UNIFIED ENROLLMENT BY GRADE LEVEL 2018

Madera Unified Enrollments				
	Total	Percentage	Public School	% Public School
Kindergarten to 12th grade	20,859	78%	20,138	97%
Kindergarten	1,680	6%	1,680	100%
Elementary: grade 1 to grade 4	6,271	24%	5,690	91%
Elementary: grade 5 to grade 8	6,340	24%	6,293	99%
High school: grade 9 to grade 12	6,568	25%	6,475	99%

*Missing percentage in private school/Other

American Community Survey 2018 estimates (Census Data): https://data.census.gov/cedsci/table?q=enrolled%20in%20elementary%20school&g=0500000US06039&tid=ACSST1Y2018.S1401&hidePreview=true

As detailed in the data on zip code enrollments, Madera Community College serves mainly Madera County, with enrollments steadily increasing north Fresno County. Therefore, looking to high school graduation rates from both Fresno County and Madera County, the potential enrollment prospects are promising.

FIGURE 64 PROJECTED PUBLIC HIGH SCHOOL GRADUATES POPULATION

Projected Public High School Graduates Population
Counties: (FRESNO & MADERA)
Change from prior year displayed in grey

Datasource: CA Department of Finance (2019 series)
http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/
Dashboard last updated February, 2020.

Projected Growth for Madera Community College

State Perspective

From the perspective of a decade-long planning strategy (2013-2023), California Community Colleges are expecting a statewide increase in the projected Fall enrollment and WSCH.

FIGURE 65 FALL ENROLLMENT AND FALL WSCH DATA (CCCCO)
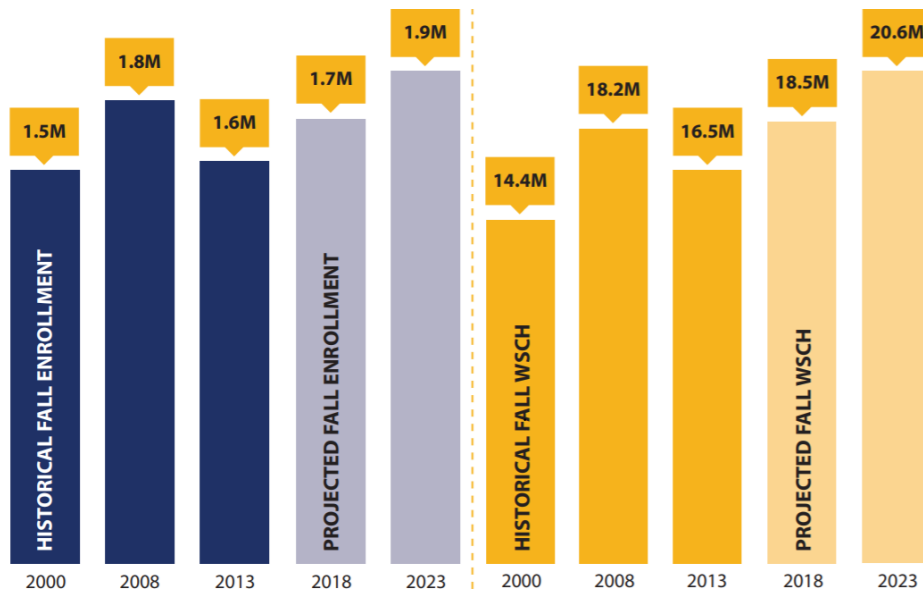
CCCCO 2016 Master Plan: https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Board-of-Governors/Meeting-schedule-and-agenda/March-2016-Agenda/Files/MasterPlan_2016_ADA_Final.pdf

District Perspective

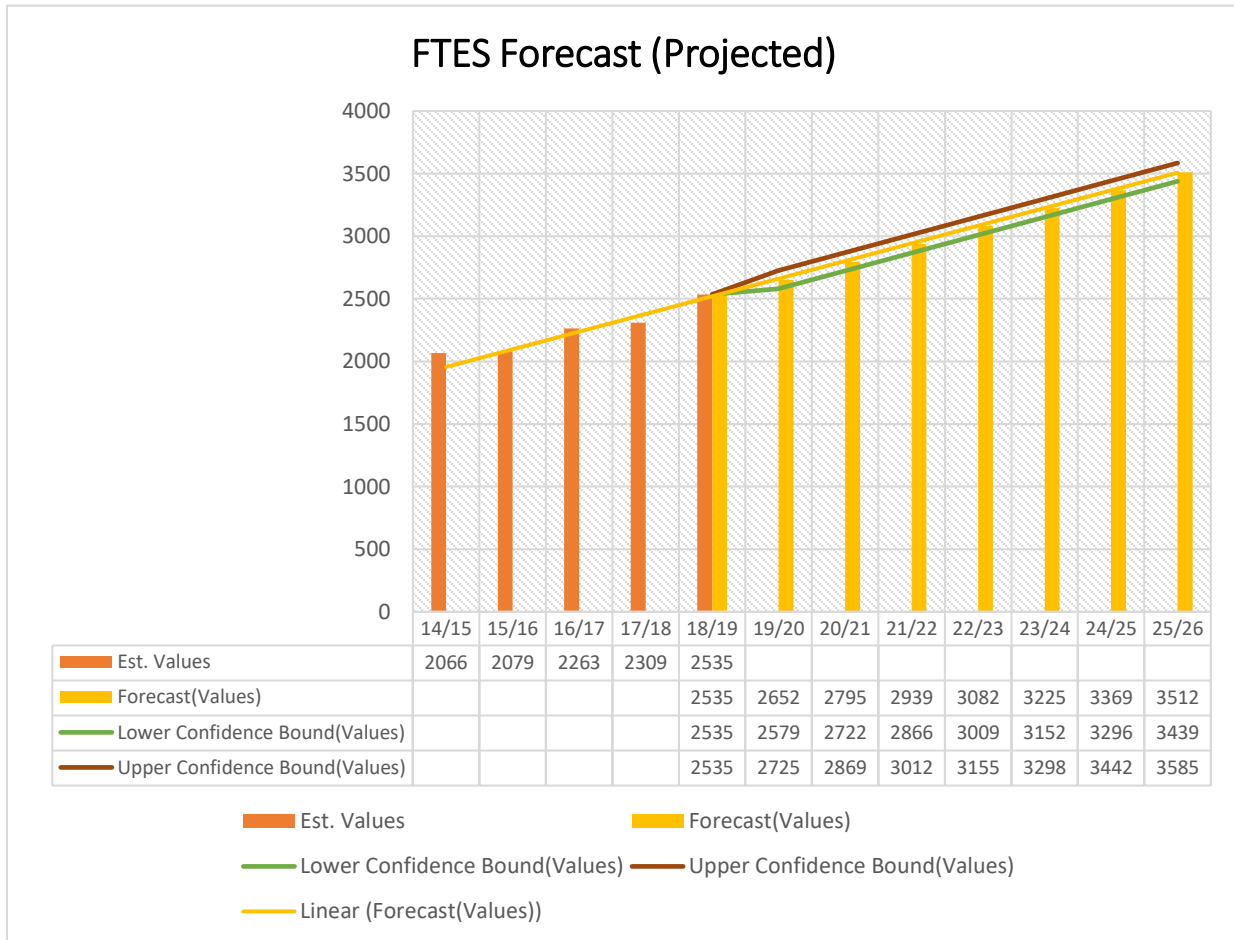According to California Community Colleges Chancellor's Office (CCCCO), enrollment within the State Center Community College District (SCCCD) should demonstrate a 23% increase during the 2013-2023 time period. The projected enrollment for 2023 is 43,009 as compared to 2013 enrollment of 35,141. The following graphic shows the Central Valley as a key region where increase in enrollment will occur.

FIGURE 66 PROJECTED ENROLLMENT GROWTH BY DISTRICT

Legend

	Non-District Lands

Projected Enrollment Growth, 2013-2023

	2,500 or less
	2,501 - 5,000
	5,001 - 7,500
	7,501 - 10,000
	10,001 or greater

0 35 70 140 210 280
Miles

CCCCO 2016 Master Plan: https://www.ccccо.edu/-/media/CCCCO-Website/About-Us/Board-of-Governors/Meeting-schedule-and-agenda/March-2016-Agenda/Files/MasterPlan_2016_ADA_Final.pdf

Madera Community College Perspective

Although Madera Community College has operated as a Center, growth has been continuous. During the Academic year 2014 – 2015 to 2018-2019 (four-year trend), Headcount grew by 35%. Enrollment increased by 20% and FTES rose 22%.

FTES trends do not increase as much as headcount. In addition to differing calculation of each metric, one reason for FTES to be lower is the high part-time enrollment on the campus.

Growth Projection Through Academic Year 2025- 2026

The following graph and chart show the growth in total FTES through the year 2025-2026. *Actual* FTES is detailed between 2014/15 – 2018/19. The subsequent bars represent projections.

FIGURE 67 FTES FORECAST (GRAPH)

FTES Forecast (Projected)

	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26
Est. Values	2066	2079	2263	2309	2535							
Forecast(Values)					2535	2652	2795	2939	3082	3225	3369	3512
Lower Confidence Bound(Values)					2535	2579	2722	2866	3009	3152	3296	3439
Upper Confidence Bound(Values)					2535	2725	2869	3012	3155	3298	3442	3585

Legend: Est. Values, Forecast(Values), Lower Confidence Bound(Values), Upper Confidence Bound(Values), Linear (Forecast(Values))

MCC Research & Planning - 95% confidence interval

Taking into consideration the positive growth projections from the state, regional, and local perspectives, Madera Community College is strategically positioned as a small rural college with a diverse student population to train the next generation of high-skilled employees not only for Madera and Fresno County, but the entire San Joaquin Valley and by extension, the State of California, the fifth largest economy in the world. This aspiration is grounded in data pertaining to economic growth, population growth and enrollment growth. It is also substantiated by an extensive labor market analysis.

Labor Market Analysis

The following is an analysis of the labor market within the college's service area counties, where the largest number of current Madera Community College students reside – Madera and Fresno counties. This analysis will inform the college's ongoing decisions regarding adding new programs and expending or reconfiguring existing programs. Labor market data was obtained from Emsi, a labor market analytics software, to which SCCCD subscribes (https://www.economicmodeling.com/). The Industry data includes:

- 2020 Jobs

- 2029 projected jobs

- Change in jobs (number)

- Change in jobs (percentage)

- Median income attained (based on 2018 data)

Livable Wage

The underpinning of this Labor Market Analysis is the need for a Livable Wage, which is calculated by estimating the cost of living within a region based on typical expenses including but not limited to: food, housing, medical, and transportation. Many families and individuals working in low-wage jobs make insufficient income to meet minimum standards given the local cost of living. Currently in California, the minimum wage is $12.00.

Studying the data below, one can see that a livable wage for a single adult in Madera County is $12.26; for one adult with one child, it is $26.40. It important to note that a minimum-wage-paying-job creates enormous challenges for both individuals and families. Therefore, the analysis takes into account the need for career training and education to align with jobs that pay - at the least – a livable wage.

FIGURE 68 LIVABLE WAGE

County/State	Livable wage one adult	Livable wage one adult one child	Livable wage two adults zero children	Livable wage two adults two children (both adults working)
Madera	$12.26	$26.40	$19.23	$17.74
Fresno	$11.61	$25.97	$19.22	$17.53
California	$14.99	$31.25	$23.28	$20.17

MIT https://livingwage.mit.edu/ (2020)

Collected Data Sets

The analysis was completed by campus deans, campus researcher, and consultancy. Multiple data sets were collected for the analysis. The various data sets focused on diverse aspects of the labor market of Madera and Fresno Counties: job landscape and jobs requiring education as well as jobs that required some level of education. In addition to the labor market information, a crosswalk analysis was created to identify "target occupations" that aligned the occupations with degrees and certificates that can be earned at Madera Community College. The collected data was rounded out with information regarding the attainment of certificates and degrees within these target occupations as well as the college efficiency percentages listed by subject/department.

Job Landscape

The three tables below concentrate on occupations (1) with the largest amount of jobs, (2) that are fastest growing in jobs, and (3) with the highest paying jobs.

FIGURE 69 OCCUPATIONS WITH THE LARGEST AMOUNT OF JOBS (MADERA AND FRESNO COUNTIES)

Occupation	2020 Jobs	2029 Jobs	Change in Jobs (2020-2029)	% Change	2018 Median Hourly Earnings
Office and Administrative Support Occupations	64,282	66,070	1,788	3%	$17.07
Farming, Fishing, and Forestry Occupations	47,127	46,013	(1,114)	(2%)	$11.85
Sales and Related Occupations	42,648	44,121	1,473	3%	$13.60
Education, Training, and Library Occupations	39,619	43,626	4,007	10%	$24.34
Food Preparation and Serving Related Occupations	36,063	40,943	4,880	14%	$12.06
Personal Care and Service Occupations	35,037	43,720	8,683	25%	$11.99
Transportation and Material Moving Occupations	34,979	38,410	3,431	10%	$14.78
Healthcare Practitioners and Technical Occupations	27,254	31,668	4,414	16%	$36.33
Management Occupations	25,775	26,986	1,211	5%	$39.90

Occupation	2020 Jobs	2029 Jobs	Change in Jobs (2020-2029)	% Change	2018 Median Hourly Earnings
Production Occupations	23,698	23,633	(65)	(0%)	$14.67
Construction and Extraction Occupations	20,863	23,005	2,142	10%	$22.64
Business and Financial Operations Occupations	19,358	20,585	1,227	6%	$28.81
Installation, Maintenance, and Repair Occupations	17,956	19,077	1,121	6%	$21.66
Building and Grounds Cleaning and Maintenance Occupations	16,476	17,798	1,322	8%	$13.14
Healthcare Support Occupations	11,576	14,207	2,631	23%	$15.15
Community and Social Service Occupations	10,628	12,304	1,676	16%	$22.87
Protective Service Occupations	10,356	10,363	7	0%	$28.82
Arts, Design, Entertainment, Sports, and Media Occupations	6,000	6,280	280	5%	$21.36
Computer and Mathematical Occupations	4,584	5,049	465	10%	$33.37
Architecture and Engineering Occupations	4,005	4,333	328	8%	$41.60

EMSI Economic Modeling

FIGURE 70 OCCUPATIONS THAT ARE THE FASTEST GROWING IN JOBS (MADERA AND FRESNO COUNTIES)

Occupation	2020 Jobs	2029 Jobs	Change in Jobs (2020-2029)	% Change	2018 Median Hourly Earnings
Personal Care and Service Occupations	35,037	43,720	8,683	25%	$11.99
Food Preparation and Serving Related Occupations	36,063	40,943	4,880	14%	$12.06
Healthcare Practitioners and Technical Occupations	27,254	31,668	4,414	16%	$36.33

Education, Training, and Library Occupations	39,619	43,626	4,007	10%	$24.34
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Installation, Maintenance, and Repair Occupations	17,956	19,077	1,121	6%	$21.66
Computer and Mathematical Occupations	4,584	5,049	465	10%	$33.37
Architecture and Engineering Occupations	4,005	4,333	328	8%	$41.60
Legal Occupations	3,218	3,516	298	9%	$36.85
Arts, Design, Entertainment, Sports, and Media Occupations	6,000	6,280	280	5%	$21.36
Life, Physical, and Social Science Occupations	3,944	4,207	263	7%	$30.42
Protective Service Occupations	10,356	10,363	7	0%	$28.82

EMSI Economic Modeling

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Community and Social Service Occupations	10,628	12,304	1,676	16%	$22.87

EMSI Economic Modeling

Jobs Requiring Education

The two data sets below identified occupations that required some level of education beyond high school: some college, post-secondary certificate, associate degree or bachelor's degree.

Occupation	2020 Jobs	2029 Jobs	Change in Jobs (2020-2029)	% Change	2018 Median Hourly Earnings
Office and Administrative Support Occupations	64,282	66,070	1,788	3%	$17.07
Education, Training, and Library Occupations	39,619	43,626	4,007	10%	$24.34
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Legal Occupations	3,218	3,516	298	9%	$36.85

EMSI Economic Modeling

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Farming, Fishing, and Forestry Occupations	47,127	46,013	(1,114)	(2%)	$11.85
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Business and Financial Operations Occupations	19,358	20,585	1,227	6%	$28.81
Community and Social Service Occupations	10,628	12,304	1,676	16%	$22.87
Protective Service Occupations	10,356	10,363	7	0%	$28.82
Arts, Design, Entertainment, Sports, and Media Occupations	6,000	6,280	280	5%	$21.36
Computer and Mathematical Occupations	4,584	5,049	465	10%	$33.37
Architecture and Engineering Occupations	4,005	4,333	328	8%	$41.60
Life, Physical, and Social Science Occupations	3,944	4,207	263	7%	$30.42
Legal Occupations	3,218	3,516	298	9%	$36.85

EMSI Economic Modeling

Target Occupations

It was also necessary to identify "target occupations" so that appropriate connections could be made between the Labor Market data and the current program/course offerings at Madera Community College. Therefore, five critical criteria were utilized to create the resulting data set:

1. Occupations: Largest, fastest growing and highest paying

2. Median Hourly Earnings: $13.50/hour or higher

3. Region to be Analyzed: Madera and Fresno Counties

4. Educational Attainment: Some College or higher

5. Number of Openings: 10 or greater

FIGURE 74 TARGET OCCUPATIONS: FASTEST GROWING, LARGEST OCCUPATION, AND HIGHEST PAYING (AVERAGE JOBS HAD TO BE 10 OR MORE AND $13.50/HR. OR MORE)

Occupation	Avg. 2018 Median Hourly Earnings	Avg. Change in Jobs (2020-2029)	Certs/Degrees earned within area at MC:
Architecture and Engineering Occupations	$41.60	328	1
Business and Financial Operations Occupations	$28.81	1,227	96
Community and Social Service Occupations	$22.87	1,676	0
Computer and Mathematical Occupations	$33.37	465	10
Education, Training, and Library Occupations	$24.34	4,007	68
Healthcare Practitioners and Technical Occupations	$36.33	4,414	2
Legal Occupations	$36.85	298	0
Life, Physical, and Social Science Occupations	$30.42	263	26
Management Occupations	$39.90	1,211	7

*Only occupation contingent on bachelor's or higher – Degrees and certs based on commencement site

MCC Research & Planning Office

Expanding on the identified number of Certificates and Degrees that are available to be earned within the target occupation areas at Madera Community College, the following table shows the actual degrees and certificates awarded during the last three years.

FIGURE 75 DEGREES AND CERTS EARNED WITHIN OCCUPATION AREA

Degree/Cert	Title	2016-17	2017-18	2018-19
AA-T & AS-T	Business Administration	23	34	32
	Elementary Teacher Education	1	12	11
	Mathematics	4	2	1
AA & AS	Business Administration: General Business		1	
	Business Administration: Management			1
	Computer Science	1		1
	Engineering		1	
	Liberal Studies	13	19	12
	Management	5	2	
	Mathematics		1	
	Physical Science		1	
	Small Business Management	1		
	Social Science	16	4	5
CA, CA12, CA18 and 2 more	Business Intern		1	
	Business Management - Business Finance & Investments	1		
	Business Management - Human Relations & Communications		1	
	Business Management - Human Resource Mgt and Human Relations		1	
	Entry Level Management	1	9	1
	Health Care Interpreter	1		1
	Managerial Assistant		1	

MCC Research & Planning Office

With all of this information available to them, the deans and their faculty were asked to evaluate their current program offerings in terms of livable wage, job demand and growth. The results of their evaluation needed to include:

- Programs for addition or expansion

- Programs for retooling or elimination

- Programs that can possibly be on-campus 4-year program either via partnership or acceptance from CCCCO:

- Programs that can be completely online

Blueprint for Action

The major industries fueling the economy in the San Joaquin Valley are agriculture, manufacturing, health care, education, public safety, childcare, and information sciences and technology (IST). The growth of these industries is enhanced by attractive regional factors such as: affordability of housing, less commute time to work, and quality of education. As a result, construction activities in both the residential and commercial sectors have been steadily increasing, and IT companies are setting up operations in the region. Additionally, information system and software firms have encouraged their employees to telecommute from Central Valley. Also, a noteworthy detail is that Amazon Inc. recently set up its distribution facility in Fresno, taking advantage of the Valley's central location in California.

Madera Community College reviewed the job market demands in the region, studied the needs of our community, and evaluated the current programs available in the region. The College also analyzed its niche advantage that includes the K-12 CTE pathways of our feeder schools. Therefore, Madera Community College proposes the following "Blueprint for Action" that will inform and drive decision-making and goal attainment for the next three to five years.

CTE and Stem Division

Programs for Addition or Expansion:

1. **Developing a Viticulture and Enology program:** Madera County is home to some of the well-known award-winning wineries and vintners. With over 38,000 acres grown under wine grapes, Madera AVA (American Viticulture Area) wine growers produce 10% of California's wine grapes. Fresno State, home to the first bonded teaching winery in an academic campus, provides world-class education in viticulture and enology leading to 4-year degrees. Madera Community College started an agriculture business and plant science program in 2016 and is well positioned to expand into training our students in viticulture and enology. With this training, students can graduate with an AS-T in Plant Science with emphasis in Viticulture and Enology and transfer to four-year programs in CSUs and UCs. Some of the popular 4-year transfer institutions will be Fresno State, Cal Poly, San Luis Obispo and UC-Davis.

   Resources Required: Full-time faculty to lead this effort and winery lab equipment. The newly built, CAT will provide lab space. Wine grape growers and wineries in Madera County have offered to open up their farms and wineries to serve as classrooms. Hence, there is no plan to develop a farm or a winery on campus in the immediate future.

2. **Expanding the Nursing Program:** To meet the growing demand for trained LVNs and RNs, we plan to double the current size of the program. Currently, the LVN program graduates 30 students every 18 months. We are proposing to start a cohort of 30 students every Fall. Currently, we have a waitlist of over 100 LVN applicants hoping to be admitted into the program. However, the wait-time for some has been more than three years. We also plan to double the RN cohort from 12 to 24 students matriculating into the 12-month program starting in the summer. The new Academic Village 2 funded by Measure C will have a state-of-the-art nursing training facility set to open in 2022.

   Resources Required: Full-time faculty (approved for hiring in 2020 but frozen), Assistant Director for LVN, and a part-time nursing technician. The program will also need partnerships with local health care facilities to provide clinical sites.

3. **Starting Information Technology (IT) and Expanding Information Science (IS) Programs:** We propose starting an IT program to serve the needs of the hardware industry and strengthening the IS program to offer training in software development.

   Resources Required: New faculty position for Information Technology. IT laboratory which could be offered in the proposed engineering laboratory built in the new Academic Village 2 building.

4. **Creating a Culinary Arts, Tourism, and Hospitality (CATH) Program:** Madera serves as the gateway to Yosemite drawing millions of tourists every year. The wine and food industry in Madera attract visitors interested in wine tours and wine and food pairing. Hospitality and tourism provide job opportunities at every level – from entry-level all the way to restaurant and hotel management and entrepreneurs. We propose to start a CATH program at our Madera and Oakhurst campuses in partnership with local high schools, adult programs and industry partners.

   Resources Required: New faculty position to develop curriculum and provide instruction. Culinary Arts facilities at local high school districts, local area hotels and restaurants will be used initially as hands-on teaching laboratories.

Program for Retooling

1. **Office Technology Program:** Currently the OT program at MCC does not have a full-time faculty to lead the program and provide strategic leadership. This is one of the areas of high job growth and serves as an entry level position for many of our students as they start their career ladder.

   Resources Required: Full-time faculty for Office Technology (Requested for 2020-21 HR staffing request and ranked very high.

Potential Four-year Program

1. **BSN program:** Expanding the current Associate Degree in Nursing to Bachelors in Nursing in critical need areas, which are currently either not met by other four-year nursing programs or not enough graduates trained. Partnership with online colleges to complete BSN concurrently will be explored.

Resources required: Faculty to teach upper division courses in nursing and additional lab equipment and clinical sites.

Program that Can Be Completely Online

1. **Business Administration AS Degree Options:** Several Business Administration majors can be offered completely online. MCC could start with Entrepreneurship and Small Business Management, which will generate employment for the region and expand the economy.

LASS Division

Programs for Addition or Expansion

1. **Social Work and Human Services:** An associate degree for transfer in Social Work and Human Services prepares students for transfer into the CSU system to continue their education. The associate degree for transfer provides a first step on the career ladder that includes bachelor's and master's degrees. People with this degree work in a myriad of environments that include group homes, halfway houses, correctional facilities, community mental health centers, and family and youth services agencies. Related career fields include certifications in specialty areas such as group and individual counseling, geriatric care, and community services. While the degree is a transfer preparation to higher institutions, this degree will also prepare students for entry-level jobs as assistants to professionals in areas such as social work, substance abuse counseling, elderly and child services advocates or social service analysts.

   Resources required: MCC psychology faculty will create the associate degree for transfer in Social Work / Human Services and the courses needed to complete this degree. Faculty will need to collaborate with Madera County Department of Health and Human Services to ensure that the degree serves the needs to the community. An instructor who has experience in this field is needed to support this degree and supervise the work experience of the students.

2. **Paralegal Certification:** Paralegals work in law offices and provides technical support and assistance to lawyers. A paralegal degree can become a career ladder toward becoming an attorney or can be its own position. Paralegals can be thought of as lawyer's assistants. They provide research on laws and cases, draft legal documents under the supervision of a licensed attorney, and compile evidence to be used in court. Labor market data show a growing demand for individuals who are trained in the legal field.

   Resources required: It would be required to have a faculty member create the curriculum and obtain approval. Current faculty in political science have the needed expertise. No additional resources would be required.

Program for Retooling

1. **K-12 Education:** An AD-T in Education includes a broad-based education similar to liberal studies, and also includes a course in education with fieldwork. This program can be promoted to students and lead to a career pathway as an elementary school teacher. With the creation of Guided Pathways, MCC could focus time and attention on creating the correct sequencing of

courses so that students can complete all of the required coursework on the Madera campus within a two-year time frame. K-12 Education is a career pathway in the Madera Unified School District. Although education is the fourth fastest growing career field in Madera County, just 11 students completed an AA-t in Elementary Education in 2018-19, indicating that there is a great need for growth in the program.

Potential Four-year Programs

1. **Liberal Studies**

   Resources Required: Partnership or acceptance from CCCCO

2. **Social Work**

   Resources Required: Partnership or acceptance from CCCCO

Program that Can Be Completely Online

1. **Paralegal certification**
2. **Sociology**
3. **Psychology**
4. **Graphic Arts**

Student Services

MCC recognizes the need to offer new and emerging programs to meet the needs of our community workforce. One strategy for increasing student persistence and achievement outcomes lies in the area of student support services. Student services focuses on the student's holistic needs by addressing the challenges, to helping students facing social and economic barriers, to offering financial support program and serving our populations which have faced equity challenges. Madera Community College is committed to "Empowering our students to succeed in an ever-changing world" by providing quality instruction and strong community partnerships that support students' academic and workforce goals.

Programs for Addition

Understanding that the college is in a state of transition. The following have been identified as areas we can add. Discussion included shared building space or repurposing areas, and it also makes sense for some to be together. Therefore, the following is not a listing of buildings but rather programs for addition. Listed in alphabetical order.

- **Athletics:** Community colleges serve as an access point to a highly diverse student population. Community colleges are also the source of many college athletes who aspire to continuing playing after high school and often serve as the primary motivation for many individuals to pursue higher education. Adding athletic programs to MCCC will foster pride, involvement, and awareness of the College on the part of the community. Athletics will also support curriculum growth in the areas of kinesiology and physical education. With sports being one of the largest occupations in Madera County and life, physical, and social science occupations being the fastest growing, largest occupation, and highest paying, future MCC athletic faculty and staff

may develop a solid athletic training and coaching certification program in full operation that will increase the number of students graduating with PE/Coaching/Athletic Training Certificates.

The 2030 Master Plan calls for seven building-expansion projects identified to meet specific goals to improve student success as well as athletic facilities to serve the needs of the physical education program.

Resources Required: Athletic facilities (soccer field, softball field, men and women locker rooms, etc.), athletic dues and fees. Personnel: (1) Athletic Director, (2) full time faculty/coaches, (4) part time assistant coaches, (1) athletic trainer.

- **Business Office:** Currently MCCC does not have a dedicated business office. The space and personnel are shared with the Financial Aid and Admissions & Records. Both offices assist in helping with business operations. The business office will collect fees related to enrollment, health, tuition, ASG membership, student representation, parking, and transcripts and assist with student account balances and refund requests.

  Resources Required: Office space. Personnel: (2) Classified professionals

- **California Promise Program:** Currently MCC is not part of the California Promise Program (CPP). The CPP will provide access to students, close achievement gaps and improve student performance. The California Promise Program enables a specific number of campuses to establish pledge programs for entering first-time students who are both interested and able to complete degrees. Madera Community College will design a program for our students which will impact student outcomes.

  Resources Required: Support from the SCCCD Foundation and Financial Aid office

- **Counseling Department:** The counseling department faculty and staff will continue to encourage students to make informed choices regarding their educational goals (pathway, skill building, certificate, or major) and to update their educational plan as needed and promote integration of career information into academic classes. Future plans include:
  - Move students through their educational pathways to completion more quickly by creating Student Success Teams.
  - Identify and assess student services unit outcomes for program & service improvements.
  - Explore with the math department, Academic Senate and appropriate shared governance bodies the possibility and appropriate (Statistics Prep classes) as a pathway to the college level math required for the associate transfer degree.
  - Work with local county high schools to strengthen and align the k-12 Career Pathway to MCC GP pathway.
  - Expand the student ambassador program and align counseling front line supportive services.

- Expand and support the Distance Education Online Counseling Program & Services to increase access and completion.

- Inspire students by making more aware of how other students are successful and achieving their goals (create student motivational videos).

- Effectively utilize summer term for summer readiness, boot camps, Summer Bridge, math camps

- and other intensive remediation programs to help students make a successful start to their college career.

- Create a special Open House/Preview day in advance of fall semester to invite new students to campus and provide discipline-specific advising or orientations for the major as well as tours of facilities. Coordinate with student services activities and "Extreme Registration."

Resources Required: Office supplies, travel & conference, marketing & promotion. Personnel: (1) Director of College Relations & Outreach, (4) Counselors, Student Ambassadors, (1) Director of Student Success & Equity.

- **Dream Center:** Madera Community College Center serves a majority Hispanic population and largely agricultural region with an increasing number of undocumented students. The Dream Center will be instrumental in providing structured services and critical resources to both undocumented students and their families. The expanded Dream Center will provide community resource information and academic counseling to new and continuing undocumented students and their families. The goal is to ensure access and success through academic counseling and community outreach. Space is needed to provide the appropriate academic counseling, provide referrals to financial, social and legal services, accommodate families, and provide a laptop lending program.

Resources Required: With the increased number of undocumented students, MC's current Dream Center is about 80 sq. ft. Increasing space is critical to support the growing number of undocumented students needing support. Personnel: (1) full time counselor

- **Learning Assistance Department:**

  - Increase the use of Student Achievement/Equity funds to increase academic learning support for students in gateway courses especially focusing on math and English.

  - Continue to support Student Equity funded initiatives to provide ETC (embedded tutors) in transfer GE courses.

  Resources Required: Additional grant funding

- **Multi-cultural Center/Performing Arts Center:** Madera Community College values student success through equity and inclusivity therefore a Multicultural Center aligns with the college's mission of "Empowering our students to succeed in an ever-changing world." Following the guiding principles of Guided Pathways, the Multicultural Center aligns with creating and

designing a welcoming environment through highlighting experiences of marginalized groups, making the student experience less fragmented by serving as a bridge of empowerment that helps students access and utilize resources, and supporting students to address broader life challenges that can include to feelings of exclusion/isolation and discrimination that hinder their journey toward academic success. Additionally, the opportunity to showcase our local diverse artistry is a positive for students and connecting the college to the larger community.

Resources Required: Space expansion next to the Student Activities Office. Personnel: (1) Coordinator

- **Veteran's Center:** Our role is not limited to providing academic programs and career training for returning veterans, but also includes assisting with the often-difficult adjustment many veterans face when transitioning to life after military service, particularly after combat deployment. Creating a Veterans Resource Center will include an array of services, including counselors versed in GI Bill requirements and keeping track of how veterans are progressing in reaching benchmarks set forth in an educational plan.

  Resources Required: Space.

- **Welcome Center**: A Welcome Center has been discussed in regard to a central hub for new and continuing students to gather. New students can apply for the college, financial aid, receive campus tours and receive other forms of information. Ideally the Welcome Center will also be a hub for continuing students as well, therefore offering a student space for student activities and events, planned and executed by Campus Life/Associated Student Government (ASG). ASG would ideally be housed there for official business and activity coordination. The other consideration is as other areas free up, ASG will once again have an allocated space to conduct business and student activities, even if not in the Welcome Center. This is further discussed in areas for expansion below.

  Resources Required: Allocated space.

Programs for Expansion

Many of the student support service programs are shared programs with Reedley College. Moving forward, each program will need to expand in space and personnel in order to fully meet student needs and provide the appropriate student support. The vision for MCC student support service programs is that the existing programs and services will be fully institutionalized into the student educational pathways while actively expanding services to provide additional career and employment resources to assist students' in gaining career pathway assistance and needed skills for student success. In addition, it's the vision of MCC to Expand quality equitable matriculation and outreach recruitment services and align all services with student success and student equity. Due to the MCC bond project of the AV 2 building, MCC has the opportunity to discuss secondary impacts to AV 1 and will highly consider some of these programs be housed in the building for expansion. Programs and services include:

- Career, Transfer and Employment Center
- College Relations & Outreach

- Counseling

- Disabled Student Services and Programs

- EOPS/CARE/CalWORKs

- Foster Youth/Next Up

- Health Services

- Psychological Services

- TRIO-Upward Bound

Highlighted are a few programs and services that MCC continues to focus on in terms of growth and expansion in student services.

1. **Academic Success Centers and Library:** The Academic Success Centers (ASC) offer free tutoring in three spaces – the STEM Center, Reading and Writing Center, and Learning Center – for courses across the curriculum with the goal of working toward success in the classroom. The 2030 Master Plan calls for seven building-expansion projects identified to meet specific goals to improve student success. The construction of Academic Village 2 includes the expansion of tutorial and library spaces. The construction of this building will free up space in the current administration building to house additional administrative staff necessary to support campus growth.

   Resources Required: State Center Community College District Measure C Bond, $485 million

2. **Campus Life/ASG:** The Student Activities Office strives to provide programs and events outside the classroom that reflects our diverse culture at MCC. The Student Activities Office vision is to engage incoming students outside the classroom. Which includes providing students with a variety of co-curricular events, intramurals, and continued support to the Associated Student Government.

   Resources Required: Expanded game room, study rooms, and updated furniture.

3. **Financial Aid - Homeless and Housing Insecure Program:** Homeless youth face multiple barriers when it comes to success in higher education. Not only do finances play a role, but the emotional and mental well-being required to focus and learn in a college setting is significantly compromised while experiencing homelessness. The financial aid office will increase efforts of AB 801.

   AB 801 implements the following:

   - Requires a Financial Aid staff member, or staff in another appropriate office or department, to function as a Homeless Youth Liaison

   - Requires the Homeless Youth Liaison to inform current and prospective homeless youth students about financial aid and other assistance available to homeless youth

   - Provides priority enrollment to verified homeless youth

- Adds verified homeless youth to the group of persons who are automatically eligible for a California College Promise Grant as long as they meet the minimum academic and progress standards

- Places homeless youth, as defined, within the scope of California Student Aid Commission's Community College Student Financial Aid Outreach Program and the Student Opportunity and Access Program (Cal-SOAP)

Resources Required: Office space. Personnel: Financial Aid Manager

4. **Lion's Den Food Pantry:** The Lions' Den Food Pantry opened in January 2020. Madera Community College received approximately $18-thousand dollars from the California State Legislature, as well as partnerships with Associated Student Government, Madera County Food Bank, and the Madera Master Gardeners to help fund and fill this much-needed service for students. The pantry is designed to meet the immediate food needs of students on campus by providing a variety of non-perishable food items and basic necessities to students and their families. As MCC grows so do the needs of our students which means the Lion's Den Food Pantry will need to grow too. Keeping food insecurity at the forefront is critical for our student's success.

5. **Online Student Services**: Currently, the Student Services Division does not provide the same degree of online support as in-person support. The current pandemic has identified areas in which the college can increase its online presence.

Resources Required: Title V funding for online, Professional Development, online and web resource development.

6. **Student Services along the Guided Pathway**: In order to provide services specific to the Guided Pathways framework, Student Services needs to reorganize in the following ways:

- Create effective Success Teams made up of faculty, counselors, and outreach staff specifically assigned to a pathway

- Relocate Counseling Services so that they are physically located in pathway specific areas, where pathways hold a majority of their classes.

- Develop Orientation Programs specific to pathways

Resources required: Reallocating space, additional funding, revisioning job duties and assignments.

Guided Pathways

As planning continues under the direction of the Guided Pathways Core Team, it is important to take note of the recent work that informs future decisions. Originally, proposed pathways were informed by an administration and faculty shuffling activity, when under Reedley College and then again, for Madera College at Opening Day 2020. More recently, the Guided Pathways Core team proposed options to various students' groups including high school students in K-12 Pathways. These options took into

account that the term "Pathways" also refers to meta-majors. As a result, the Pathways or meta-majors have been condensed to the following four areas. The titles listed below floated to the top and have been selected for Madera Community College.

FIGURE 76 REORGANIZED COURSE AND CERTIFICATE OFFERING USING GUIDED PATHWAYS FRAMEWORK

MADERA COMMUNITY COLLEGE - GUIDED PATHWAYS (CAREER AND ACADEMIC)			
School of STEM	**School of Allied Health, Business and CTE**	**School of Social Sciences**	**School of Arts and Humanities**

MCC Research & Planning Office

Currently the Deans are reviewing the degree and certificated programs that will fall under each pathway. Disciplines include but are not limited to:

- School of STEM: Mathematics, Biology, Chemistry, Physics, Engineering, Astronomy, and Computer Science

- School of Allied Health, Business and CTE: Agricultural Business, Business Administration, Economics, and Information Systems

- School of Social Sciences: Criminology, Geography, and History

- School of Arts and Humanities: English, ESL, Fine Arts

Guided Pathways Selection for California Guided Pathways (CAGP)

Additionally, Madera Community College has been selected to attend Cohort Two of the CAGP. The process included an application detailing the Guided Pathway journey, accomplishments and plans moving forward. Inclusion in CAGP provides the college additional Guided Pathways support via a CAGP Leadership Team. Full participation kicks off January 2021. As a Cohort Two college the CAGP project will support the college via:

- Interview/additional assessment of the college's GP progress

- Six Two-Day Institutes for a college team of between 5-7 members.

- Cohort Two Institutes are planned for late Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022, and Spring 2023.

- One Site Visit Per Year in 2021, 2022, and 2023 where a member of the CAGP Leadership Team will conduct a site visit on your campus. Playing the role of a "critical friend," they will tailor the visit to college redesign priorities, focusing on catalyzing the efforts and engaging a broader group of campus constituents.

- Virtual Consultancies: Each college will be able to access two virtual consultancies per year. During this virtual meeting, our college will be able to receive expert advice about a challenge of practice; enabling deeper, more customized, and peer-to-peer engagement.

- Webinars: Each college will be able to attend 3-4 CAGP-specific webinars per year presented by state and national experts on key guided pathways topics.

- Office Hours: Each college will receive two virtual office hours per year from a member of the CAGP Leadership Team and as appropriate, the college's Institute Facilitator / Regional Coordinator.

Physical Property Future Plans

Keeping pace with student population growth, the State Center Community College District is prepared to meet the needs of this growing community. SCCCD has a district facilities master plan which encompasses all campuses. The Madera Community College master plan is designed to facilitate student and faculty interaction. The plan provides building and facilities necessary to meet the projected growth in student populations and growth within both the MCC and OCCC service areas. The 2030 Master Plan calls for seven building-expansion projects identified to meet the specific goals to improve student success for both the Madera and Oakhurst campuses.

Madera Campus

In order to meet the additional needs and growth of the MCC campus, expansion of the Academic Village is needed. The new Academic Village 2 building is planned to house general education classrooms, distance learning classrooms, a student success center, an expanded library, and labs for nursing, computers, and criminology. The construction of this building will free up space in the current administration building to house additional administrative staff necessary to support campus growth. Plans for Phase I also include expanded parking on the west side of campus.

In November 2017, Darden Architects was approved as the project architect. Planning and design are ongoing as the architect works with site faculty, staff, and students. Progress on schematic design, floor plans, and elevations is continuing.

The Master Garden is not a Madera Community College program; however, it has helped support programs on the campus such as agriculture and the new plant science class. The Master Garden will ultimately be relocated from its present location as the campus develops. The new Master Garden location will require proper utilities, power, water, etc. It is proposed to include space for future greenhouses to accommodate future plant science classes.

Oakhurst Campus

The current Oakhurst Community College Center (OCCC), which includes nine portables situated on four acres, is no longer adequate to support the current and anticipated future needs of the center. A new site in Oakhurst has been purchased; and planning and design work has begun on a 10,000 square foot building to serve the Oakhurst community with classrooms, multi-purpose space, and offices. Additionally, the Oakhurst campus will benefit from the Measure C funding by the modernization of its technology infrastructure.

In July 2018, the District purchased 30 acres of property on Westlake Drive in Oakhurst. Paul Halajian Architects, partnering with Steinberg Hart, was approved by the Board of Trustees in June 2018. Architects, faculty, staff and students continue to work towards completing the development of the floor plans and elevations.

Phase I will also incorporate master planning for the entire campus and will include a mixed-use building housing educational, administrative, and community spaces. It will also include library/multi-purpose room, shared biology/chemistry lab, lab support space, a computer lab, tutorial space, general education classrooms equipped with distance learning infrastructure. The Art Lab area is also planned to include a museum that will showcase Oakhurst Center's robust taxidermy collection.

Phase I will also incorporate master planning for the entire campus and will include a mixed-use building housing educational, administrative, and community spaces. It will also include library/multi-purpose room, shared biology/chemistry lab, lab support space, a computer lab, tutorial space, general education classrooms equipped with distance learning infrastructure. The Art Lab area is also planned to include a museum that will showcase Oakhurst Center's robust taxidermy collection.

Space Needs Projections

Currently, Academic Village II will still move forward. However, as addressed early on in the document, tracking the economic fallout of COVID-19 requires that the College proceed with caution. Regardless, it is always advisable, to revisit and update this forecast every few years as part of the regular planning cycle.

When state funding becomes available, the State Chancellor's Office's priority planning will determine the allocation of funds according to following five primary categories:

1) classroom

2) laboratory

3) office

4) library

5) AV/TV (instructional media)

Additionally, The Board of Governors adopted the *Policy on Utilization and Space Standards* including formulas that detail where WSCH and FTES need to be in order to justify the additional space. The formulas for calculating these five space categories are described in State Education Code, Title 5 Section 57020.

 "Utilization standards refer to the amount of time rooms and "stations" (such as a desk, laboratory bench, or computer terminal) *should be* used. "Utilization" is the amount of time rooms and stations are *actually* used. Utilization standards used address utilization on an "hours-per-week" basis." Full document/here: https://docplayer.net/26896941-Board-of-governors-of-the-california-community-colleges-policy-on-utilization-and-space-standards-september-2010.html.

The following chart represents the district level planning for Madera Community College.

FIGURE 77 SPACE NEEDS FORECAST

Madera/Oakhurst Community College Space Needs Forecast 2020-2025					
Space Category	Existing ASF	Space Needs 2025	Net Need 2025	Academic Village II	Remaining Space Net Needed
Classroom	16,195	17,304	1,109	1,109	0
Laboratory	25,472	30,351	4,879	4,879	0
Office	13,237	16,937	3,700	3,700	0
Library Space	5,099	16,313	11,214	11,214	0
AV/TV	1,369	4,369	3,000	3,000	0
All Other Areas	24,961	28,661	3,700	3,700	0
Total	86,333	113,935	27,602	27,602	0

Source: FUSION2 Planning Report - Cumulative Sum of Existing & Proposed Space (2021-2027)

The Space Needs Forecast evaluation does not speak to the following areas that were detailed in the "Blueprint for Action". It is imperative to begin this discussion as planning as a college will require this kind of foresight. With that being said, it will be necessary to meet WSCH and FTES to justify the need.

The Blueprint for Action suggested the following space needs.

FIGURE 78 ADDITIONAL SPACE NEEDS

Space Needs Category	Space	Estimated Space Needs	Inclusive of the following areas…
Office	Business Office	2,500	
Office	Counseling	2,000	
All Other Areas	Lion's Den Food Pantry	900	
All Other Areas	Welcome Center	1150	
All Other Areas	Veteran's Center	500	
All Other Areas	Dream Center	500	
All Other Areas	Multi-cultural Center	500	
All Other Areas	Campus Life/ASG	1150	
All Other Areas	Athletics Field House	10, 901	Locker rooms (2), staff offices, laundry and classroom
All Other Areas	Soccer Field	110,000	

MCC Administrative Services

Subsequent Planning

The labor market data provided a launching pad for further conversation within Madera Community College as well as with the community partners. As detailed, the data highlights some existing programs the college might want to consider growing. Additionally, the data highlights areas in which the campus does not offer programs that may be a viable labor market need. In conjunction with local planning, other data elements (Enrollment, FTES, WSCH) further analysis should be conducted through advisory committees and industry leaders, the State Chancellor's Office and the Centers of Excellence.

There are five recommendations to be considered:

1. Madera Community College is aware that its commitment to Guided Pathways is crucial to its successful transition as a fully accredited college. It is suggested that clear strategies are developed on how it will persist in sustaining interest and involvement among all its constituencies.

2. It is recommended that the College continue utilizing the Guided Pathways Framework to build a more robust onboarding system in order to grow the college. Keeping in mind that 70% of its student population is under 25 years old, the strategies should meet the needs of this target population.

3. It is suggested that the College continue to encourage the work of the newly established Strategic Enrollment Management Team to explore and implement efficient strategies for classroom space and course offerings.

4. The campus added an Institutional Researcher to the staff in October 2019. It is recommended that the College continue to encourage college-level data literacy as well as democratize data resources and access. In particular:

   a. Through the use of institutional research, community information and labor market (livable wage, job demand) data, inform program offerings and planning as well as marketing strategies that serves all of Madera County

   b. Encourage the availability of disaggregate data for valley and foothills communities where feasible.

   c. Provide equity-focused data regarding underserved populations, contributing to the College's capacity-building in living out its Mission. Madera Community College is presented with opportunities to develop all-encompassing strategies with key community partners to address enduring social issues. Some examples include:

      i. Attention towards women and girls living in poverty throughout the County.

      ii. Consideration of why there is a lower enrollment of male students.

5. While digital capacity in Madera County is better than other areas of the United States, MCC and OCCC asked students currently taking face-to-face classes on both campuses to provide information on their individual capacity to utilize online technology. The recent survey (March 2020) focused on internet accessibility, availability of devices, and familiarity with online tools. The survey results demonstrate that many students have the capacity to utilize online learning but may need further training to support their efforts. It is suggested that surveys of this type may become an essential aspect of ongoing student engagement strategies so that the campuses continue to assess student readiness to effectively participate in online education.

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LIST OF FIGURES

Reports and Web-Based Information

[Madera Community College Webpage](#)

[Madera Community College Integrated Planning Handbook](#)

[Madera Community College Integrated Plan](#)

[Madera Community College Strategic Plan](#)

[Madera Community College Decision-Making Process Model](#)

[Madera Community College Resource Allocation Planning Process/Timeline](#))

[Madera Community College Governance Handbook](#)

[Madera Community College Catalog](#)

[Madera Community College Data Dashboards](#)

GLOSSARY OF TERMS

ACCJC: An acronym for Accrediting Commission for Community and Junior Colleges

CCCCO: An acronym for California Community Colleges Chancellor's Office

CCCs: An acronym for California Community Colleges

CTE: An acronym for Career Technology Education

DBRAAC: An acronym for District Budget and Resource Allocation Advisory Committee

FTEF: An acronym for "full-time equivalent faculty." Used as a measure by the State to calculate the sum total of faculty resources (full-time and part-time combined) that equate to measurable units of 15 hours per week of "teaching time," i.e. as being equal to one (1) full-time equivalent faculty. All academic employees are faculty for this purpose including instructors, librarians and counselors.

FTES: An acronym for a "full-time equivalent student." Used by the State as the measure for attendance accounting verification. Also used as a student workload measure that represents 525 class (contact) hours in a full academic year.

GP: An acronym for Guided Pathways

HSI: An acronym for Hispanic-Serving Institution

ILO: An acronym for Institutional Learning Outcome

ISS: An acronym for Institutional Set Standards

LASS: An acronym for Liberal Arts and Social Sciences

MCC: An acronym for Madera Community College

OCCC: An acronym for Oakhurst Community College (Outreach) Center

PR: An acronym for Program Review

QFE: An acronym for Quality Focus Essay

SCCCD: An acronym for State Center Community College District

SCFR: An acronym for Student-Centered Funding Formula.

SLO: An acronym for Student Learning Outcome

STEM: An acronym for Science, Technology, Engineering, and Mathematics

USDE: An acronym for United States Department of Education

WSCH: An acronym for "Weekly Student Contact Hours." WSCH represents the total hours per week a student attends a class. WSCH are used to report apportionment attendance and FTES. One (1) FTES represents 525 WSCH.

ACKNOWLEDGEMENTS

Madera Community College developed the Educational Master Plan 2019 - 2020 with broad engagement among administration, faculty and staff. Under the leadership of President Angel Reyna, Vice President of Student Success Marie Harris and Vice President of Administrative Services Maria Battisti.

Consultant, Dr. Peggy Grant, facilitated the project, with guidance from Senior Research and Planning Analyst Elizabeth Villalobos. Additional preliminary consultation was provided by California Community League of Colleagues (CCLC), Jeff Kellogg. Planning began Fall 2019 with a deadline for completion in Spring 2020.

The following are dates for meetings discussing the EMP, before moving into constituency:

- 10/29/2019 - Leadership Team Meeting
- 11/14/2019 - Guided Pathways Core Leads (brainstorm and information sessions)
- 12/11/2019 – EMP planning session (administration, faculty, and staff)
- 12/19/2019 – Guided Pathways core leads (brainstorm and information sessions)
- 01/09/2020 – Opening Day (presentation, feedback and workgroups)
- 01/14/2020 – EMP touch-base with campus (Deans and Program Review Lead)
- 02/12/2020 – President's Council Meeting
- 02/21/2020 – College Hour
- 04/17/2020 – College Council
- 04/30/2020 – LASS Department Chair Meeting
- 05/01/2020- CTE/STEM Meeting

Guided Pathways Core Team

- Richardson Fleuridor, Biology Instructor and Guided Pathways Core Lead
- Sergio Lemus, Basic Skills Counselor and Guided Pathways Core Lead
- Angel Reyna, President
- Marie Harris, VPSS
- Ganesan Srivansan, Dean CTE and STEM
- Shelly Conner, Dean LASS
- Leticia Canales, Dean of Students
- Darin Soukup, Director of the Oakhurst Center
- Traci Menz, DSPS Counselor
- Karen Kwan, Transfer Counselor
- Bill Kastanes, Geography Instructor

- Emily Basiletti, English Instructor

- Jesse Naranjo, Financial Aid Analyst

- Ricardo P. Alvarez, IT Technician

- Deisy Ruiz, Job Developer

- Elizabeth Villalobos, Sr. Research & Planning Analyst

EMP Planning Session Attendees

- Maria Battisti, VPAS

- Marie Harris, VPSS and Guided Pathways Core team member

- Ganesan Srivansan, Dean CTE and STEM and Guided Pathways Core team member

- Shelly Conner, Dean LASS and Guided Pathways Core team member

- Leticia Canales, Dean of Students and Guided Pathways Core team member

- Darin Soukup, Director of the Oakhurst Center and Guided Pathways Core team member

- Kimi Kato-Gee, Nursing Instructor

- Elizabeth Day, Nursing Instructor and Program Review Lead

- Jim McArthur, Chemistry Instructor

- Traci Triplett, Child Development Instructor

- Richardson Fleuridor, Biology Instructor and Guided Pathways Core Lead

- Sergio Lemus, Basic Skills Counselor and Guided Pathways Core Lead

- Traci Menz, DSPS Counselor and Guided Pathways Core team member

- Deisy Ruiz, Job Developer, Classified Senate President and Guided Pathways Core team member

- Elizabeth Villalobos, Sr. Research & Planning Analyst and Guided Pathways Core team member

- Laura Lopez, Student Alliant University

- Peggy Grant, Consultant

Committees

- College Council

- President's Advisory Council

- President Cabinet

- Academic Senate

- Classified Senate

- Associated Student Government