

# Direct Assessment Competency-Based Education Collaborative Request for Applications 20-040

## 1. Introduction

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### 1. Please indicate the date.

03/04/2021

## 2. District and College Information

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### 2. District/College Information

District : State Center Community College District  
College : Madera Community College (MCC)  
College Address : 30277 Avenue 12  
College City : Madera  
College State : California  
College Zip Code : 93638-8321

### 3. College President

Name : Dr. Angel Reyna  
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### 4. Primary Contact/Project Director

Name : Dr. Ganesan Srinivasan  
Title : Dean of Instruction-STEM and CTE  
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## 3. Preliminary Questions

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### 5. Engaging Stakeholders

**Successful implementation of direct assessment CBE requires campus-wide support and participation.**

**Please indicate whether the following has taken place.**

**Please certify the following individuals and/or departments have actively engaged in preliminary planning, support this effort, and have agreed to actively participate as needed:**

The local governing board  
College President  
College Academic Senate  
College Student Senate  
Relevant program faculty (of chosen or potential program)  
Relevant program administrators (of chosen or potential program)  
Academic services  
Counseling and advising  
Financial Aid  
Information Technology  
Institutional Research  
Human Resources

**Follow-up: If you were unable to certify in the affirmative for each of the aforementioned stakeholders, please provide a brief explanation of why.**

N/A

#### **6. Establish a direct assessment CBE implementation committee charter**

**Please provide a copy of your direct assessment CBE implementation committee charter that outlines the following:**

- **Committee mission and goals**
- **A list of members and their roles and responsibilities (Committee members should include diverse representation of college departments and students)**
- **The decision-making process the committee will adhere to**
- **A process for soliciting input from internal and external stakeholders**
- **The name of the individual serving as the lead of the committee and the liaison to the Chancellor's Office**

[Competency Based Education Charter.pdf](#)

### **4. Demographics and Capacity**

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#### **7. How is your campus advancing diversity, equity, and inclusion (DEI)?**

##### **Essay**

Madera Community College (MCC) is California's newest and 116th community college. The campus is rapidly expanding into a rural 1,867-acre mixed-use site and is one of four colleges in the State Center Community College District (SCCCD). MCC is also affiliated with the Oakhurst Community College Center, which serves Oakhurst, Mariposa County, Coarsegold, North Fork, and its surrounding mountain communities. Incorporation of diversity, equity, and inclusion (DEI) programs is central to MCC's development as a response to the scarcity of educational options for the region, the diversity of its population, historically high poverty rates, and low educational attainment rates. The following essay puts this into perspective (Part 1), highlights relevant MCC demographic data (Part 2), provides details regarding DEI initiatives and programs (Part 3), and concludes with data demonstrating the college's DEI progress to date (Part 4).

##### **PART 1 – INTRODUCTION:**

MCC is the only two-year institution offering affordable, quality education for Madera County and its adjacent mountain communities. MCC's potential to positively impact its service area by incorporating strong DEI programs cannot be understated. To put this into perspective, consider that out of California's 58 counties, Madera County ranks as one of the lowest in high school degree attainment (at 53) and bachelor degree attainment (at 52). Despite nearly 60% of the county identifying as Hispanic or Latino, fewer than 1 in 10 Hispanics have a bachelor's degree compared to 1 out of 3 for White or Asian students. African American students parallel the rates of Hispanics, with only 2 out of 10 achieving a bachelor's degree. This lack of educational attainment likely contributes to the high poverty rates of MCC's service area. For example, the nearest community, the City of Madera, suffers from poverty rates more than double that of California (11.8%) or the nation (10.5%) but reflects the historically high poverty rates for Madera County (17.6%). The impact of the COVID-19 pandemic and lack of a robust infrastructure in the Central San Joaquin Valley makes it even more critical to address DEI challenges and incorporate direct assessment Competency-Based Educational (CBE) initiatives. As a result, MCC is focused on advancing DEI throughout its campus programs in serving disproportionately impacted students.

In 2019, through a collective and consultative process, MCC developed its mission, vision, and values centered around DEI to serve its students, local community, and region. MCC's mission statement emphasizes student success by "Empowering our students to succeed in an ever-changing world." To this end, MCC seeks to provide quality instruction by meeting direct assessment CBE project milestones and creating strong community partnerships that support student academic and workforce goals. The college continuously seeks innovative and life-changing opportunities and values its students' personal and social growth through responsive and interactive college experiences. These experiences and opportunities are designed to advance DEI efforts where "Madera Community College builds effective partnerships, strengthens communities, and transforms lives." DEI is also reflected in MCC's core institutional values of 1) Connection and Collaboration, 2) Equity and Inclusivity, and 3) Trust and Accountability.

In 2020, MCC became a newly accredited institution. When developing its institutional learning outcomes (ILOs), cultural competency became an important outcome, especially as it related to other outcomes such as 1) strong

communication skills; 2) critical thinking and problem-solving; 3) community and global awareness; and 4) personal responsibility and development. These ILOs are integrated into MCC's program review process and supported by the Guided Pathways (GP) framework and Vision for Success metrics. MCC is intentional in emphasizing diversity, equity awareness, and sensitivity so students thrive in an increasingly pluralistic society. Therefore, the inclusion of a cultural competency ILO must be guided by and align with MCC's mission, vision, and values.

#### PART 2 – DEMOGRAPHICS OF STUDENT POPULATION SERVED:

(A) DATA AVAILABILITY: Before its accreditation was awarded in 2020, MCC was a center for Reedley College (RC). As such, MCC data is not yet reflected in the Student Success Metrics (SSM) Dashboard. For this reason, this proposal includes an MCC data overview. The data that follows was produced by the SCCC Research and Institutional Effectiveness Office who identified MCC student data based on the data submitted to CCCC Management Information System (MIS). It includes students enrolled in course sections at MCC.

(B) ENROLLMENT & MADERA COUNTY DEMOGRAPHIC GROWTH: Due to the continued demographic growth in Madera County, the increase in graduation rates from MCC feeder high schools, and the popularity of MCC's academic programs, enrollment at MCC has grown by 35% in the past five years, despite a slight dip in spring 2021 due to the COVID-19 pandemic. Madera County, being the 33rd largest county in California, has an estimated population of 158,217, with a growth rate of 0.28% in the past year, according to the most recent U.S. Census data. The 2010 population was 150,986 and has seen a growth of 4.79% since this time. In 2019, the U.S. Census lists 59% of the population identified as Hispanic/Latino, 3% Asian, 4% Black/African American, 33% White, 4% American Indian/Alaskan Native, and 3% Multiracial. Projections estimate the population of Hispanics/Latinos to grow in Madera County. MCC students of color mirror the county's demographic; MCC student population most recently comprised of 65% Latinx, 7% Asian, 3% Black/African American, 19% White, 1% American Indian/Alaska Native, and 3% multiracial.

Starting with academic year 2016-17 and ending with 2020-21, the MCC fall enrollment gradual increase consisted of 3,221 (2016-17), 3,557 (2017-18), 3,938 (2018-19), 4,231 (2019-20), and 4,766 (2020-21) students enrolled; which accounts for a percentage increase of 10.4% (2017-18), 10.7% (2018-19), 7.4% (2019-20), and 12.6% (20-21). For spring semesters, the expected increase in enrollment continued with a slight decrease during spring 2021 due to COVID –19 pandemic. Starting with academic year 2016-17 and ending 2020-21 the MCC fall enrollment was as follows: 3,107 (2016-17), 3,642 (2017-18), 4,112 (2018-19), 4,522 (2019-20), 4,052 (2020-32); which accounts for percentage changes of 17.2% (2017-18), 12.9% (2018-19), 9.9% (2019-20), 10.3% (2020-21).

(C) MCC STUDENT DEMOGRAPHICS: MCC is committed to providing high quality education to its racially and socioeconomically diverse student population. MCC currently enrolls over 8,000 students, of which 65% identify as Latinx, 7% as Asian, 3% as Black/African American, 19% as White, 1% as American Indian/Alaska Native, and 3% as multiracial. MCC, previously a center under Reedley College, a Hispanic-Serving Institution (HSI), currently meets the HSI requirement, having 65% of its student population of Hispanic origin, which more than doubles the required threshold of 25% Hispanic students for Title V HSI eligibility. As the newest community college in California, MCC is in the process of getting certified as an HSI college by the U.S. Department of Education.

MCC's student population (fall 2020) is comprised of 68% females and 31% males. A third of MCC students (33.3%) are above 25 years of age and non-traditional students. Nearly two-thirds of MCC students (64%) are part-time students who take less than 12 units per semester.

The majority of the student population consists of first-generation college students and come from economically-disadvantaged backgrounds. In fall 2020, 63% of MCC students qualified for and received financial aid through federal Pell grants made available through the California Promise Grant and/or California Board of Governors (BOG) waiver.

#### PART 3 – DEI INITIATIVES/PROGRAMS (DESCRIPTION AND OBJECTIVES):

Several college-wide initiatives and programs are being implemented at MCC that build on the college's advancement of DEI and the successful closing of equity gaps.

(A) GUIDED PATHWAYS: Before its accreditation, MCC has begun the work of establishing a Guided Pathways (GP) framework as a center for RC. Reedley College and its Madera and Oakhurst centers were awarded one of the 20 California Guided Pathway Demonstration Projects in 2018. The project design focused on implementing an integrated, institution-wide approach to student success by creating structured educational experiences that support each student from the point of entry to attainment of high-quality postsecondary credentials and careers. The GP

pillars are "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). A core team of administrators and faculty including 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 (MCC). In anticipation of its accreditation, a second GP Transformation Team was created at MCC to continue support the GP framework. At the same time, MCCC was preparing to become an independent accredited College. Having participated in the GP initiative, MCC has gained significant experience for what it means to be a model college for the rest of California. The college is infusing the GP pillars and principles in the day-to-day operations of the campus. MCC's goal is to provide a welcoming, clear, and engaging campus environment through a GP approach for all students to fulfill the college's mission, vision, and values. By incorporating the four GP pillars into its governance structure, enrollment management, student success, vision for success, and institutional set standards, MCC has become a comprehensive GP College centered on equity. It ensures access and success for all students. Because of these efforts, MCC has become the first and newest comprehensive Guided Pathways college in California.

**(B) GOVERNANCE STRUCTURE AND EQUITY COMMITTEE ESTABLISHMENT:**

As MCC developed its new governance structure, it ensured that DEI is centered around and integrated into all aspects of its governance decision-making and resource allocation process. Additionally, a separate "Equity Committee" exclusively focuses on ensuring that DEI is at the center of everything MCC does as a college through professional development, program review, and resource allocation. As a Guided Pathways institution, MCC recognizes that GP is not fundamentally equitized. Therefore, its Equity and GP committees make strides to close the gaps for low-income students, students of color, returning adults, students with disabilities, and historically marginalized and/or underrepresented groups. The Equity Committee's objectives are 1) to review and evaluate annual student success and quantitative equity data; and 2) to recommend best practices, support programs and services, policies, and structures that promote a culture of equity-mindedness and student equity.

**(C) EQUITY LEADERSHIP ACADEMY (ELA):** MCC is taking part in developing and implementing an Equity Leadership Academy (ELA) through RSS Consulting. ELA is an explicit acknowledgment that structural racism perpetuates inequity. It acknowledges that leadership matters. Leaders with an equity-focused framework are better equipped to lead MCC in examining and interrogating systems, structures, actions, policies, and practices that impede the success of minoritized students, faculty, and staff. The objectives of this initiative are: 1) to equip leaders to build on racial and equity literacy principles, understand essential aspects of equity-centered leadership and apply that understanding to practice in their sphere of influence at MCC; and 2) to equip the leadership in articulating specific strategies for using their sphere of influence to create a threat to inequity, eliminate its causes; and change the outcomes and experiences for MCC students, faculty, staff, administrators, and community members.

**(D) PROGRAM REVIEW:** MCC's newly integrated program review process is designed to systematically assess equity data, so programs can recognize achievement gaps and address them. Program review assesses equity by using institution outcome and assessments in data in respective academic programs (i.e., Business, Office Technology), the number of students enrolled in the program and disaggregated data (i.e., ethnicity, gender, and age). The goal of the program review is to better understand the student population and identify any student population gaps that may be underserved. Overall success rates for the respective programs are reviewed in addition to the number of certificates and degrees award to the student population. Student learning outcomes (SLOs) are reviewed and assessed to ensure the teaching approach meets the outcomes in efforts to continue to maintain an equitable teaching environment.

**(E) REVEALING INSTITUTIONAL STRENGTHS AND CHALLENGES (RISC) AND NATIONAL ASSESSMENT OF COLLEGIATE CAMPUS CLIMATES (NACCC):** MCC is implementing its first campus climate surveys as a standalone college. RISC is centered on student services, while NACCC provides student insights into campus racial climate. University of Southern California's Race and Equity Center administered the NACCC. Disseminated in fall 2020, NACCC respondents evaluate their administrators' demonstrated commitments to racial diversity and inclusion at their institutions. Students also assess institutional leaders' responses to racial problems on campus. Moreover, respondents indicate the extent to which they feel they matter in classrooms and various out-of-class campus spaces. NACCC will serve to inform the cultural competency institutional learning outcome (ILO). Having a deeper understanding of student responses will guide the administrative decision-making process. Students will indicate the extent to which curricula and class discussions are racially and socioeconomically inclusive within the survey responses. The student survey responses will provide critical insight into the student's perspective when in the classroom. RISC, administered in spring 2021, derives a baseline of service satisfaction within five key student service areas. It pinpoints where a college can act to improve student success, including inquiring specifically about

academic advising, course registration, financial aid, library services, and tutoring. Moreover, MCC included ten additional questions centered on Guided Pathways, which inquired about limitations when enrolling (first-generation students), job placement needs, and basic needs (food insecurity). All responses will be disaggregated as an equity-minded practice for in-depth analysis. The campus will use the disaggregated data to pinpoint areas to improve upon. In doing so, the campus can better understand concerns from minoritized groups such as first-generation students, men of color, and veterans. Coupling the two initiatives will provide deep insights for the institution, never considered or formally asked before.

(F) "ONE BOOK ONE COLLEGE": As MCC works to continuously address student success and equitable outcomes for all its students, it held a campus "One Book One College" initiative. The initiative included reading a selected book (Ibram X. Kendi's award-winning book "How to Be an Antiracist") and holding "talking circles," which provided an opportunity for all campus employees to read and engage in crucial conversations around the readings as well as events in the news such as the unfortunate death of George Floyd. Participants in the talking circles were given the opportunity to listen and respect the views of others as everyone's contribution was considered equally important. The talking circles were implemented as a reflection of the college's mission for equity on campus and to continue to provide a safe environment in which staff can share their point of view and express honest thoughts while maintaining equitable professionalism.

(G) DEVELOPING 2+2+2 PATHWAY IN AGRIBUSINESS EDUCATION: This program facilitates opportunities for MCC to develop pathways and partnerships with feeder high schools, 4-year colleges, and industry to train the next generation of agriculture leaders and workers to meet the needs of the Central Valley region and California. The program's goal is to develop a curriculum with an equity focus, provide high school students exposure to rewarding and challenging career opportunities in agriculture, motivate minoritized high-school students to get college-ready and pursue a college degree, and offer opportunities for professional development.

(H) PROMOTING STEM EDUCATION AMONG WOMEN AND MINORITIZED STUDENTS: This program provides counseling and advising for women and minoritized students through Guided Pathways to reach their goals for completion and transfer to 4-year institutions. The objectives of the program are to 1) motivate and recruit a cohort of women and minoritized high-school students to pursue STEM education and careers; 2) provide all-round support for success through counseling, academic advising, additional support outside the classroom to ensure retention, success, and completion; and 3) provide professional development with an equity focus for faculty in serving this student population.

(I) PROMOTING GUIDED PATHWAYS IN MATHEMATICS BY STRENGTHENING THE PARTNERSHIP BETWEEN K-12 AND COMMUNITY COLLEGES: To meet the AB705 legislation's requirements, MCC offers all of its students' direct access to take transfer-level math courses. To do this, MCC developed and strengthened partnerships with local high schools to get students college-ready to take transfer-level math and address achievement gaps for impacted student populations. The objectives of the program are to 1) align math curriculum between K-12 and community colleges; 2) offer dual enrollment classes in math at high schools; 3) provide tutoring support for students to succeed in math; 4) reduce and eliminate the achievement gaps among the disproportionately impacted student population; and 5) as well as offer professional development to faculty serving this student population.

(J) STUDENT SUPPORT SERVICES (SSS) - ENGLISH AS A SECOND LANGUAGE (ESL): SSS-ESL is a program that provides opportunities to English as a Second Language learners. The overarching goal is to assist students in graduating with an associate's degree and transfer to a four-year institution. The objectives of the program are to 1) provide each student with academic tutoring and counseling, in-depth information on student financial aid programs, benefits, and resources for locating public and private scholarships; 2) assistance in completing financial aid applications; and 3) assistance in applying for admission and obtaining financial assistance for enrollment in four-year programs.

(K) SONG-BROWN: The program aims to increase the number of students and residents receiving quality registered nursing (RN) education and training in areas of unmet need throughout California. The program's goal is to increase access to nursing education for the minoritized student population. This program aims to attract and admit underrepresented minorities and those from underserved communities to train students and place graduates in underserved areas.

(L) REMEDIATION AND SUCCESS AMONG NURSING STUDENTS INITIATIVE: MCC is located in a Registered Nurse shortage area where hospitals in both Madera and Fresno counties serve a diverse patient population. Correspondingly, the MCC LVN to RN student population is ethnically, economically, culturally, and linguistically

diverse. The nursing cohorts are equally diverse and include Hispanic, Asian, Asian Indian, and Pacific Islander students. This program provides students with tailored support services to increase retention, success, and completion and ultimately gainful employment. The program's objectives are to 1) recruit a diverse student cohort representing the broader community; 2) provide dedicated counseling and just-in-time intervention as needed to ensure success and completion of the program; and 3) provide psychological services as needed to maintain a healthy work-life balance and success in college.

(M) DISTANCE LEARNING AND TELEMEDICINE PROGRAM: The program provides technology in the classroom to offer two-way interactive distance learning options in STEM disciplines between the MCC campus at Madera and Oakhurst. The program's goal is to promote STEM education among students in remote rural and mountain areas through distance education. This program's success is an example demonstrating MCC's capability to provide online learning in a region challenged by little infrastructure, high poverty, and low educational attainment.

#### PART 4 – CHANGES, DATA, AND PROGRESS UP TO DATE:

MCC is a new college laying the foundation for advancing diversity, equity, and inclusion through new and innovative policies, procedures, and programs. During the past four years, the initiatives and programs listed above (Part B) have made significant progress in key areas of retention and success rates for MCC's overall student population. The following metrics for success and the closing of achievement gaps provides DEI relevant data and up to date progress for MCC. To do this, MCC's MIS data was utilized in the following progress report as the CCCO Student Metrics dashboard has not yet populated MCC's data as a standalone college.

(A) SUCCESS RATE: The success rate defined by students passing a course with a "C" or higher grade increased from 69.2% in fall 2016 to 76.2% in fall 2020. For this same period, the retention rate stayed in the high 90 percentile.

(B) ACHIEVEMENT GAP: The achievement gap measured by success in courses was significantly reduced between Hispanic and White Non-Hispanic students. In fall 2017, the achievement gap between Hispanic and White Non-Hispanic was 10.9% (66.8% vs. 77.7%). After four years of equity initiatives, the achievement gap narrowed to 3.8% (75.1% vs. 78.9%). The achievement gap between African American and White Non-Hispanic students declined from 15.5% (62.2% vs. 77.7%) in fall 2017 to 9.1% (69.8% vs. 78.9%) in fall 2020. The achievement gap between female students and male students was at 5.5% (71.2% vs. 65.7%) in Fall 2017. It increased to 7.3% (78.5% vs. 71.2%) in fall 2020. Although both and male and female students' success rate increased throughout the four years, female students' success rate increased at a much higher rate than male students. With two-thirds of MCC's students being female, this is a significant positive trend. Several factors could be holding back MCC's male student progress, which needs to be studied in more detail and monitored. MCC noticed during fall 2020, the persistence among male students dropped by two percent due to the pandemic, while female students' persistence rate was unaffected.

(C) DEI INITIATIVES' DATA AND PROGRAMS' PROGRESS HIGHLIGHTS: Dual enrollment sections in agribusiness offered at high schools increased from two sections in spring 2017 to six sections in spring 2021, further extending access opportunities to underserved student populations. Students entering the agriculture program at MCC increased in four years, from less than 20 in spring 2017 to over 80 in spring 2020 due to curriculum development and program changes with an equity focus. (Initiative/Program: Part 2.G.)

So far, three STEM cohorts of 30 students have successfully completed the program. As a result, overall enrollment in STEM disciplines, and especially biology, have doubled during the past four years. Recently a STEM center was established with on-campus and online peer tutoring and mentoring by STEM students; Physics and Engineering programs were started as new STEM programs during the past four years. The program also embedded peer-tutors in STEM courses and has a dedicated STEM counselor assigned to advise students during their academic journey. (Initiative/Program: Part 2.H.)

Dual enrollment classes for the first time in Math started in fall 2019 at Liberty High School. Curriculum alignment also took place in math between K-12 and community college to better prepare high school graduates to take transfer-level math in college. The program also provides textbooks and calculators on loan to students to remove economic barriers to success. In addition, professional training for high school math teachers in adapting to the online environment under the pandemic scenario is offered. And finally, professional development in curriculum development and delivery with an equity-focus has been made available for MCC faculty. Consequently, the achievement gap in math between Hispanic and non-Hispanic students at MCC showed an encouraging decline from 21.1% (fall 2019) to 9.4% (fall 2020). (Initiative/Program: Part 2.I.)

MCC also provides access to a dedicated SSS-ESL counselor who regularly monitors each student's progress

throughout the year and offers just-in-time assistance as needed to ensure students stay on track and succeed. Provided textbooks and calculators on loan to students to remove economic barriers to success; Professional development in curriculum development and delivery with an equity-focus. (Initiative/Program: Part 2.J.)

Moving forward, MCC is looking to partner with the Equity Collaboratory. This partnership will address underserved postsecondary learners and workforce outcomes and provide hiring practices that grow opportunities for the Black, Latinx, and low-income population. (Initiative/Program: Part 2.C.)

At this time, surveys have been disseminated and disaggregated in anticipation of upcoming semesters. NACCC data analysis will be available in summer 2021 and RISC data analysis will be available in fall 2021. Both RISC and NACCC results will be provided to key committees on campus; Equity and Guided Pathways. In doing so, the key committees inform ongoing design teamwork (Guided Pathway) and Equity and DEI plans. Responses will be disseminated to the various departments for use in program review, overall program continuous improvement. (Initiative/Program: Part 2.E.)

Efforts are ongoing to establish a greater community presence and strengthen ties with medical affiliates in the immediate Madera County areas and the Fresno/Clovis areas. The established partnerships serve to secure clinical education and training, maintain clinical placements, and facilitate exploration of clinical site expansion. To date, the MCC LVN to RN ADN program has already established a concurrent ADN to BSN agreement with the University of Phoenix. The attrition rate for the most recent graduates of 2019-20 was 8.4% with 12 students starting the program in summer 2019. All 12 students were successful in the LVN to RN Transitions course. Student service needs are met through MCC's dedicated nursing counselor, nursing director, and faculty, tutoring from the STEM center, Reading and Writing Center, and Library services. Students who are faced with financial issues, working part-time hours (20+ per week) to maintain healthcare benefits, and challenges balancing family life are being referred to Psychological services as needed. Other campus resources are also available, such as the "Food Pantry" for free boxes of non-perishable food items and fresh fruits and vegetables from the garden when available. (Initiative/Program: Part 2.L.) Eight STEM and General Education courses were offered in the distance learning format, which provided opportunities for more than 100 students in Oakhurst who otherwise would not have the opportunity to take these courses. To expand on this success, additional distance learning equipment in the amount of \$100,000 is anticipated to be soon installed in two classrooms in Madera and Oakhurst campuses. (Initiative/Program: Part 2.M.)

## 8. Existing Resources

**To help us understand the existence of resources that can be leveraged for this effort, please read each of the following and indicate to what extent each is true of your college.**

	Strongly agree	Agree	Disagree	Strongly disagree
Our college has invested in a technology infrastructure that can be used for innovation in teaching and learning.	X			
Our student support services can be offered seamlessly online and are accessible to all students.	X			
Our college has a robust faculty and staff professional development plan.	X			
Our college has flexible scheduling policies and procedures that allow students to engage during "non-traditional" hours.	X			
Our college understands the needs of adult learners and our policies, procedures, and structures align with that understanding.	X			
Our college has participatory governance policies and practices that allow for innovation and collaboration across departments.	X			
Our college has a good working relationship with our collective bargaining unit and has the ability to engage them in conversations around faculty and staff workload.	X			

## 9. Existing Partnerships

To help us understand current partnerships that can be leveraged for this effort, please read each of the following and indicate to what extent each is true of your college.

	Strongly agree	Agree	Disagree	Strongly disagree
Our college works closely with our four-year institution partners to institute seamless transfer agreements.	X			
Our college works closely with feeder higher schools to create pathways from high school to college.	X			
Our college works closely with community organizations and adult education centers.	X			
Our college collaborates regularly with regional employers to help inform our programs.	X			
Our college understands the needs of adult learners and our policies, procedures, and structures align with that understanding.	X			

## 5. Direct Assessment CBE Program

### 10. Information about existing AS, AA, AS-T or AA-T programs that may be redesigned into a direct assessment CBE program.

Has your college identified an existing AS, AA, AS-T or AA-T program that can be redesigned into a direct assessment CBE program? (yes or no)

Yes

If yes, please provide the following:

Discipline: : Business Administration

Sub-discipline: : N/A

Type of program (AS, AA, AS-T, or AA-T): : Associate of Science and Associate of Science-Transfer

Current program success rate: : In the past three academic years (2017-18, 2018-19, 2019-20), MCC has continued to increase student enrollment. Duplicated enrollment in these years (summer, fall, spring) increased from 17,429 (2017-18) to 19,378 (2018-19), an 11% increase, and grew to 20,545 (2019-20), which represented another 6% increase. The college's average success rate for these same three years stands at 74%. When looking specifically at MCC Business programs for the same three academic years, enrollment increased at a higher percentage than the college. Enrollment increased by 21% from 244 students (2017-18) to 296 (2018-19). In 2019-20, enrollment almost doubled to 43%, with 424 students compared to the previous year. The business program also had a higher success rate average of 76.6%. The continued increase in enrollment and success in the business program shows the high amount of student interest in furthering their knowledge in business education. A direct assessment CBE program in the business would bring additional educational opportunities for MCC students and its service area.

Current program success rate of disproportionately impacted (DI) populations: : MCC's disproportionately impacted populations include low-income (LI), first-generation (FG), and students of color. The average success rate for MCC during the last two academic years was 72%. MCC's Business Administration (BA) programs were higher than the campus average, with the overall LI success rate at 74.2% – with LI males at 72.5% and LI females at 76%. Overall the FG success rate in BA program was 75% for both males and females. The FG LI Men of Color success rate for the BA program was 75.7% and 72.9% for FG LI Women of Color. LI students under 24 years old in BA programs had a success rate of 71.3% – with 70.8% for Men of Color and 71.9% for Women of Color.

Please provide an explanation of why this program would make a good direct assessment CBE program and how this program supports your college's student equity goals:

PART 1 – RATIONALE FOR PROGRAM CHOICE:

Offering an online direct assessment CBE Business Administration program at CC will better serve its community and students in Madera County in multiple ways. First, the Bureau of Economic Analysis has recognized Madera County as one of the fastest-growing counties among medium-sized counties in the far west [1]. If academically prepared, this projected economic growth for Madera County will provide Business Administration students with greater employment opportunities. For MCC, a competency-based Associate of Science (AS) degree and an Associate of Science – Transfer (AS-T) degree in Business Administration Transfer program will aim for students to acquire and demonstrate



their knowledge and skills by engaging in learning exercises, activities, and experiences aligned with each students' individuals professional experience level. Providing a Business Administration CBE program gives MCC students the opportunity to utilize their professional competencies in a customized, self-paced, and flexible learning environment. The CBE program will give MCC students the opportunity to earn a higher education at their own pace and according to their work and personal schedule remotely. The CBE Business Administration program aligns with the SCCC and MCC master plan to offer access to quality and technical programs for our non-traditional student population. MCC has the facilities and resources to develop, implement, and offer the program with the associated support services needed for student success. In addition, faculty teaching in the program meets the minimum qualifications and experience for teaching in the administrative assistant program in an online environment.

The Business Administration program will fulfill the training and education needed to gain employment in the workforce and gain advancement opportunities for MCC student careers. The knowledge and skills learned will increase students' ability to gain employment in organizations within the private, public, and non-profit sectors. California's Employment Development Department (EDD) labor market data shows many business careers in Madera County will have a growth of 16.7% for administrative services jobs, 20% for business operations specialists, 17.3% in business and finance, 20% for management analysts, and 25% in other management positions[2]. Furthermore, once the student completes an Associate's degree, the possibility of the student continuing in higher education in pursuit of a bachelor's degree increases. After matching individual students with 50+ community college credits and similar background characteristics, the analysis found that students who transferred with an Associate degree had a distinct advantage: they were 49% more likely to complete a bachelor's degree within four years and 22% more likely to earn one within six years [3].

Providing a business administration online CBE program will allow MCC to reach those who wish to pursue higher education while pursuing professional growth. Individuals that work full-time may not be able to attend traditional college courses during the day and for 18-weeks at a time. Transitioning business courses to 100% online allows for more flexibility and a self-paced learning environment to reach and offer an online CBE business administration program. It will enable MCC to reach this underserved population by providing an equitable learning experience. Students returning to college with many years of work experience may not need to sit through an 18-week introduction to a business course due to professional competencies already gained. The online CBE business administration program will build a bridge between professional competencies and academic competencies in efforts to support continued education for these professionals in the most efficient way that saves cost and time required for completion of their goals while meeting the competencies required for graduation.

[1] <https://www.bea.gov/news/blog/2019-12-13/look-counties-economic-growth-region>

[2] [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov)

[3] <https://ccrc.tc.columbia.edu>

## PART 2 – EXPANSION OF STUDENT EMPLOYMENT OPPORTUNITIES:

The online CBE business administration program will expand student employment opportunities in business fields with projected growth in the few years and acquire employment with the potential for higher wages and promotion opportunities. A 2019 labor market analysis by the Centers of Excellence for Labor Market Research (COE) showed a variety of projected business employment opportunities for MCC students in the Central Valley. Following is a list of possible employment opportunities for future CBE business students in the MCC service area.

(A) OFFICE ASSISTANCE EMPLOYMENT: More than 37,200 workers were employed in jobs related to office assistants in 2019 in the South-Central Valley/Southern Mother Lode (SCV/SML) subregion. The largest occupation is office clerks, general with 20,187 workers in 2019, a projected growth rate of 3% over the next five years, and 2,583 annual openings. Of these positions, executive secretaries and executive administrative assistants earn the highest entry-level wages, \$22.99/hour in the subregion and \$22.35/hour in the region.

(B) OFFICE CLERKS EMPLOYMENT: Nearly 22,500 workers were employed in jobs related to office clerks in 2019 in the South-Central Valley/Southern Mother Lode (SCV/SML) subregion. The largest occupation is office clerks, general with 20,187 workers in 2019, a projected growth rate of 3% over the next five years, and 2,583 annual openings. Of these positions, procurement clerks earn the highest entry-level wages, \$16.93/hour in the subregion and \$17.82/hour in the region.

(C) BUSINESS MANAGEMENT EMPLOYMENT: More than 14,500 workers were employed in jobs related to business management in 2019 in the South-Central Valley/Southern Mother Lode (SCV/SML) subregion. The largest

occupation is general and operations managers with 10,506 workers in 2019, a projected growth rate of 7% over the next five years, and 1,100 annual openings. Of these positions, administrative services managers earn the highest entry-level wages of \$34.02/hour in the subregion and \$34.05/hour in the region[1].

(D) BUSINESS ADMINISTRATION EMPLOYMENT: More than 22,500 workers were employed in jobs related to business administration in 2018 in the South-Central Valley/Southern Mother Lode (SCV/SML) subregion. The largest occupation is general and operations managers, with 10,361 workers in 2018, a projected growth rate of 8% over the next five years, and 1,101 annual openings. Of these positions, administrative services managers have the highest earnings, a median wage of \$44.55/hour in the subregion and \$44.07/hour in the region.

**If no, please provide information on the AS, AA, AS-T, AA-T program(s) you are considering.**

Disciplines being considered: : N/A

Sub-disciplines being considered: : N/A

Types of programs being considered (AS, AA, AS-T, or AA-T): : N/A


**Please provide an explanation of why this/these program(s) would make good direct assessment CBE program(s) and how this/these program(s) support your college's student equity goals:**

N/A

## 6. Certification Information Page

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### District Superintendent/President (or authorized Designee)

Name : Dr. Paul Parnell   
Title : Chancellor, State Center Community College District  
Telephone : (559) 243-7101  
Email : paul.parnell@scccd.edu


### Board of Trustees President (or authorized Designee)

Name : Annalisa Perea   
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### College President

Name : Dr. Angel Reyna   
Title : College President  
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Email : angel.reyna@scccd.edu


### Academic Senate President

Name : Dr. Brad Millar   
Title : Communication Instructor/Academic Senate President  
Telephone : (559) 675-4800  
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### Chief Business Officer

Name : Maria Battisti   
Title : Vice President, Administrative Services  
Telephone : (559) 675-4112  
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### Chief Instructional Officer

Name : Dr. Marie Harris   
Title : Vice President, Learning and Student Success  
Telephone : (559) 675-4852  
Email : marie.harris@scccd.edu

**Chief Student Services Officer**

Name : Dr. Marie Harris *Marie Harris*  
Title : Vice President, Learning and Student Success  
Telephone : (559) 675-4852  
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**Program Administrator (representative who will lead the CBE program development effort on campus)**

Name : Dr. Ganesan Srinivasan *Ganesan Srinivasan*  
Title : Dean of Instruction-STEM and CTE  
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**Student Senate President**

Name : Jonathon Stoermer *Jonathan Stoermer*  
Jonathan Stoermer (Mar 8, 2021 08:52 PST)  
Title : Associate Student Governance President  
Telephone : 559-416-9499  
Email : jcstoermer1@my.scccd.edu

**Signature:** *Marie Harris*  
Marie Harris (Mar 7, 2021 21:26 PST)

**Email:** marie.harris@scccd.edu