

CLOVIS



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# Clovis Community College Center



## Self Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Application for Initial Accreditation



SPRING 2015



**Clovis Community College Center**

**Self Evaluation Report of Educational Quality and Institutional Effectiveness  
In Support of Application for Initial Accreditation**

Submitted by:  
Clovis Community College Center  
of Reedley College  
10309 N. Willow Avenue  
Fresno, CA 93730

Submitted to:

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

January 14, 2015

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# Certification

## Certification of the Self-Evaluation Report



### Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

## Certification of the Institutional Self Evaluation Report



**Date:** January 2015  
**To:** Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges  
**From:** Clovis Community College Center of Reedley College  
10309 N. Willow Ave.  
Fresno, CA 93730

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

We certify that there was broad participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Handwritten signature of Ronald H. Nishinaka in black ink.

Ronald H. Nishinaka  
President, Board of Trustees  
State Center Community College District

Handwritten signature of Dr. William F. Stewart in black ink.

Dr. William F. Stewart  
Interim Chancellor  
State Center Community College District

Handwritten signature of Ms. Deborah J. Ikeda in black ink.

Ms. Deborah J. Ikeda  
Campus President  
Clovis Community College Center

Handwritten signature of Mr. Christopher Glaves in black ink.

Mr. Christopher Glaves  
Accreditation Co-Chair  
Clovis Community College Center

Handwritten signature of Ms. Kelly Fowler in black ink.

Ms. Kelly Fowler  
Accreditation Co-Chair  
Accreditation Liaison Officer  
Clovis Community College Center

Handwritten signature of Ms. Leslie Ratá in black ink.

Ms. Leslie Ratá  
Accreditation Co-Chair  
Classified Senate President  
Clovis Community College Center

Handwritten signature of Ms. Elizabeth Romero in black ink.

Ms. Elizabeth Romero  
Academic Senate President  
Clovis Community College Center



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Mr. Colin van Loon  
Associated Student Government President  
Clovis Community College Center

# Introduction

## Introduction and Background



### Ciovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

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## **Introduction and Background**

### **A. Clovis Community College Center History**

The State Center Community College District established centers in the district's northern areas in an effort to increase the educational and student support services offered to the residents in that area. The Board of Trustees assigned Reedley College to assume the lead role in the development of sites in Madera and Oakhurst. The district initially offered twelve college classes offered at Madera High School beginning in 1988, with the site moving to Madison Elementary School in 1989. Yosemite High School was the site for the first course offerings in Oakhurst beginning in 1990. In 1992, the district established the Clovis site when it purchased the Herndon Avenue land and buildings that a private college previously owned. This collection of buildings was the original Clovis Center (which later relocated to a new campus located at the cross streets of Willow Avenue and International Avenue in 2007). In 1992, the Chancellor, with the approval of the Board, established a new entity called the "North Centers" that consisted of Madera, Oakhurst, and Clovis Centers of the State Center Community College District and hired a Vice Chancellor of the North Centers to be the Chief Executive Officer (CEO). The North Centers remained centers of Reedley College, though they had a separate budget. The Vice Chancellor reported directly to the president of Reedley College with indirect reporting to the Chancellor.

Since these initial efforts, the North Centers continued to develop into comprehensive college centers, collectively serving 9,200 students through the offering of over 1,100 classes yearly with a budget exceeding \$19.5 million. The Board of Trustees established a governance structure that allowed for a great deal of autonomy from Reedley College due to the rapid growth and complexity of administering physical sites that are over 35 miles away from Reedley College. Although the North Centers continued to be accredited through Reedley College, the Board of Trustees approved an administrative structure for the North Centers led by a Vice Chancellor who reports to the Chancellor of the State Center Community College District. Although the district and centers considered the Vice Chancellor to be comparable to a college president with the same level of authority and responsibility, a Campus President who reports directly to the Chancellor of the State Center Community College District now oversees the Center. In Spring 2012, the Board of Trustees appointed Dr. Terry Kershaw as the first CCCC Campus President. Upon Dr. Kershaw's retirement in June 2012, the Board initiated a search and then appointed Deborah J. Ikeda as the Campus President of Clovis Community College Center and disbanded the North Centers. Although all three centers exist, Oakhurst and Madera now have an administrative structure that reports to the Reedley College president, whereas the Clovis Community College Center administrative structure includes a Campus President who reports directly to the Chancellor.

Clovis Community College Center is slated to become the third fully accredited college in the State Center Community District as Clovis Community College. The administrative team at Clovis includes the Campus President; Vice President of Instruction and Student Services; Vice President of Administrative Services; Dean of Students; Dean of Instruction; Director of Student

Success, Equity, and Outreach; Herndon Campus Director; Financial Aid Manager; and Director of Technology (40 percent).

Clovis Community College Center utilizes a long-term Educational Master Plan that references the historical North Centers and aligns with the district's Strategic Plan. The plan is specific to the improvement of programs and services at the North Centers with specific references to the Clovis Community College Center campus. Another important planning report is the Needs Assessment Report that CCCC submitted to the California Community College Chancellor's Office as part of the Center's transition to college status. These plans are the foundation for the Center's planning including the Center's 2013-2017 Strategic Plan. Faculty and staff were involved in the development of the Strategic Plan, and they review the plan annually to update the achievement of its goals and objectives. The Center's mission and vision drive the 2013-2017 Strategic Plan. This Strategic Plan provides the foundation for decision-making processes regarding personnel, budget, facilities, development, and future plans. Additional planning documents tied to the Strategic Plan as a result of the collaborative decision-making process embraced by faculty and staff include the Enrollment Management Plan, Technology Plan, Student Success and Support Program Plan, and the Student Equity Plan.

In 2002, the faculty of the North Centers formed a Faculty Association to become involved in the collegial governance process of the centers, with its president sitting on the Reedley College Academic Senate Executive Committee as a standing member. At that time, faculty from all the centers were eligible to stand for election on the Reedley College Academic Senate. However, in September 2012, the Center transitioned from a Faculty Association to an official Academic Senate by the recognition of the Academic Senate for California Community College as the 113<sup>th</sup> Academic Senate for California. In addition, the SCCC Board of Trustees voted to officially recognize the Center's Academic Senate in May 2013.

The classified staff at the North Centers had representation as well via senators based on the total number of classified staff at the North Centers. These senators participated on the Reedley College Classified Senate and were eligible for election as officers. In Spring 2011, the classified staff at the North Centers formed a Classified Association to parallel the Faculty Association. This body is responsible for participating in the governance of the North Centers as representatives of the classified staff. In January 2014, the Classified Association also transitioned to a recognized Classified Senate representing Clovis Community College Center by the California Community College Classified Senate (4CS).

The State Center Community College District Board of Trustees authorized a North Centers Associated Student Government (ASG) in 2000. In 2010, the trustees approved a separate Associated Student Government for Clovis Community College Center. Duly elected student senators and officers as elected by the student body at CCCC comprise the CCCC Associated Student Government. Currently, the Governor selected the ASG President, Colin von Loon, to serve as the only voting student representative on the California Community Colleges Board of Governors.

The Clovis Community College Center has four departments, and each department elects two department nominees to serve in the role of department chair. The Vice President of Instruction

and Student Services selects one of the two nominees to serve as the department chair. The department chairs assist with recommending part-time faculty for teaching, selecting texts, making recommendations on expenditures, assisting part-time faculty, and serving as a liaison between the administration and faculty. Administration allocates department chairs and the Academic Senate President release time to serve in these offices.

Administration, faculty, and staff at CCCC established the College Center Council, comprised of representatives from all constituency groups (faculty, students, staff, and administration), in 2006 as the “umbrella” organization charged with oversight of the continuous improvement process involving a collaborative decision-making model cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. In Fall 2014, the College Center Council designated the Strategic Planning Subcommittee to oversee the planning and assessment process for the 2013-2017 Strategic Plan.

### History of the North Centers and Clovis Community College Center

1988 First classes offered in Madera.

1990 First classes offered in Oakhurst.

1992 The Clovis site is established and a Vice Chancellor of the North Centers was hired to head up the new North Centers entity that included the Madera, Oakhurst, and Clovis sites.

2007 Willow International Community College Center opened Academic Center One at the current location on 110 acres replacing the Clovis site on Herndon Campus.

2007 Willow International Community College Center receives Center status (includes Academic Center One, Child Development Center, and café/bookstore).

2010 Clovis opened Academic Center Two.

2012 Clovis receives Candidacy Status from ACCJC.

2012 North Centers is disbanded with Oakhurst and Madera Community College Center no longer associated with the Clovis site as a collective group of centers; Clovis retains accreditation under Reedley College, and the organizational plan shifts to more autonomy as required by ACCJC.

2014 Needs Assessment is approved by the Board of Governors.

2014 Board of Governors approves name change from Willow International Community College Center to Clovis Community College Center.

2014 ACCJC approves name change from Willow International Community College to Clovis Community College Center.

**Clovis Community College Center**



In response to the growth at the Clovis site, the Board of Trustees, in 2003, completed the acquisition of 110 acres for a permanent site located at Willow and International Avenues in Fresno. The new Center opened in Fall 2007 (formerly known as Willow International Community College Center) and serves the northeast Fresno/greater Clovis area, with the first phase included an 80,000 square foot Academic Center, central plant, café, and bookstore. The Center obtained \$50 million funding for the complex through local and State bond monies.

The Academic Center One facilities include computer laboratories, a multi-media studio, art studio, physics and science laboratories, assembly hall, distance learning and traditional classrooms, library, student services, and offices.

In addition to the phase one facilities described above, California Joint Use Facilities legislation awarded funding through AB-16 to construct a child development center (CDC) through collaboration with the Clovis Unified School District (CUSD) and State Center Community College District (SCCCD). The Center uses the facility as a licensed child care laboratory for high school and college students taking child development and pre-teaching courses. The \$6 million dollar building is comprised of state-of-the art facilities, including a playground, funded through a grant from the Fresno County First Five organization for \$280,250.

In Fall 2010, the Clovis Community College Center served 5,600 students, generating 1,652 full time equivalent students (FTES). In Fall 2014, the Center was serving approximately 6,200 students, generating approximately 1,900 FTES.

**Table 1: Clovis Community College Center FTES and Student Count (2010-2014)**

	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014*</b>	<b>Percentage of Growth from Fall 2010 to Fall 2014</b>
<b>FTES</b>	1651.58	1636.15	1612.91	1678.67	1906.00*	15.40%
<b>Number of Students (unduplicated)</b>	5572	5522	5320	5512	6211	11.46%

Data Source: SCCC ATERMS\_FTES file,  
 \* Unofficial FTES as of 11.24.14

In Fall 2010, the second Academic Center opened adding another 80,000 square feet of instructional and support service space. Academic Center Two includes a counseling center, admissions and records office, financial aid office, library/learning center, assessment center, dance studio, fitness center, three chemistry labs, three biology labs, nursing skills lab, business services complex, two distance learning conference rooms, one distance learning classroom, a large-group instruction lecture hall, offices, and other classrooms. As with Academic Center One, funding for the facility came from local bond and matching state bond funding.

As a result of programs and services moving from Academic Center One to Academic Center Two, several programs gained space. The Tutorial Center moved to a more spacious location in Academic Center One, and the Associate Student Government and clubs gained increased office space. The Center converted the additional classroom space that held the library back to a computer laboratory, and offices for part-time faculty became available.

### **Student Learning Programs and Services**

Although Clovis Community College Center has established a Curriculum Committee separate from Reedley College, the Reedley College Curriculum Committee approves all instructional curricula. Two faculty from the Center serve as standing members on the Reedley College Curriculum Committee until the Center achieves college status. At that time, the CCCC Curriculum Committee will independently initiate a curriculum approval process, which the CCCC Curriculum Handbook already delineates. The CCCC Curriculum Committee reviewed and modified the CCCC Curriculum Handbook in the Fall 2014 semester, and the CCCC Academic Senate approved it in December 2014. Currently, when faculty make curriculum changes to course outlines, the process is to involve all faculty in the discipline, including those faculty at Clovis Community College Center.

The Program Review/Student Learning Outcomes Committee developed the program review process for the Clovis Community College in consultation with Center's faculty, staff, and administrators and based it on the Reedley College program review process. In order to effectively integrate Program Review (PR) with student learning outcomes (SLOs), the Center developed a PR/SLO Committee that consists of the Campus President, Vice President of Instruction and Student Services, Dean of Instruction, Dean of Student Services, faculty representatives from each department, and classified staff and student representatives. The PR/SLO committee developed a Program Review Handbook (Cycle 3) in Fall 2013 and began Cycle 4 in Fall 2014. The program review process requires programs to do a program review every five years. At the end of a three-semester process of data-gathering and evaluation, each program submits a final report to the PR/SLO Committee for review. One of the most important duties of the PR/SLO Committee is to evaluate the goals each program sets itself for the coming five years. Every spring semester, programs are also responsible for submitting an annual update to the PR/SLO Committee. This annual update includes a report on progress they have made toward achieving the goals articulated in their Program Review and a discussion of their most recent SLO assessments, analyses, and Action Plan Funding Requests.

The first Program Review Handbook for Reedley College was completed in September 2001. There have been several modifications to the Program Review Handbook since that period, with

the current edition being the Cycle 4 Program Review Handbook. All programs have completed at least two cycles of program review. The Program Review Handbooks for Cycles 3 and 4 emphasize the utilization of student learning outcome data to drive decision making for resource allocation, pedagogical changes to improve student success, and review of the assessment process that measures student learning outcomes. All Program Reviews must include a discussion of student learning outcomes at the course, program, and general education levels. The year after completing Program Review, the process requires faculty to submit revised course curricula based on the results of the Program Review.

Student services at Clovis are comprehensive and include all the traditional programs and services generally available on most college campuses. Equivalent services are available on campus and online. Examples of these services include financial aid, counseling, DSPS, college relations, assessment, an honors program, scholarships, transfer and career services, admissions and records, and student activities. All student services and administrative programs also complete Program Reviews every five years with annual updates submitted to the Vice President of Instruction and Student Services. Student clubs and organizations provide co-curricular activities at Clovis, and a College Center Assistant and faculty advisers support them.

Clovis Community College Center supports a robust Tutorial Center that provides tutoring services for English and mathematics, but also a multitude of other disciplines such as chemistry, information systems, political science, and physics. The Tutorial Center is committed to student success by providing individual tutoring, group tutoring, and supplemental instruction. The Tutorial Center also offers classes and training meetings to help tutors improve their tutoring skills.

The Center provides library resources and services at the Clovis site in a 7723 sq. foot facility in Academic Center Two. The Clovis library uses the OCLC Worldshare integrated library system for circulation, cataloging, and acquisitions functions. Over forty research databases are available to students on and off campus through Reedley College Library subscriptions. The Clovis Center has spent in excess of \$430,000 over the last five years to increase print and media collections, computers and printers, and an RFID security system for the new Clovis library despite severe budget constraints. Students at Clovis can check out over 100,000 print titles available at one of the four district libraries including the Madera Center, Reedley College, and Fresno City College. Students at Clovis are treated as native students at these other district sites.

## **Resources**

Clovis Community College Center has developed a comprehensive Staffing Plan that faculty and administration are using in the transition of the Center to a fully accredited college. CCCC has a Faculty Handbook outlining procedures and policies specific to faculty who work at the Center. This handbook is particularly helpful for part-time faculty and is combined with a part-time faculty orientation that administration and faculty hold annually. The Center has 51 full-time certificated staff, 38 full-time classified professionals, 11 permanent part-time classified professionals, and approximately 160 part-time faculty.

The classrooms at CCCC are equipped with “smart” technology that includes desktop computer and laptop access to the internet, DVDs, CDs, and instructional software. The entire campus has Wi-Fi capability. An open computer lab in Academic Center One has 84 PCs and four Macs.

The Center receives an allocation from a variety of categorically funded grants and projects in addition to the normal annual base budget to enhance delivery of programs and services for students. Examples include the Fresno County CalWORKs, contract education classes for Kaiser Permanente, Student Equity, and Student Success and Support Program funds.

The State Center Community College Foundation also allocates scholarship funds to qualified Clovis applicants and mini-grant funds to support instructional and student support projects at Clovis each semester based upon faculty and staff requests. Below is a sampling of the projects that the Campus President’s Cabinet and members of the Foundation Board funded in 2013-2015.

<b>Mini-Grant Funded Projects</b>	<b>Name</b>	<b>Amount Funded</b>
PE Equipment Replacement	Becky Allen	\$ 449.82
Music for Choir	Dan Bishop	\$ 500.00
Critical Current Issues Collection	Cynthia MacDonald	\$ 500.00
Portable Electronic Keyboard	Kevin Memley	\$ 500.00
Centrifuge	Brian Shamp	\$ 500.00
Spring Planning/SEP Campaign	Carla Stoner-Brito	\$ 500.00
Activities Awareness	Patrick Stumpf	\$ 406.92
Radioactivity Studies	Craig Ven Degrift	\$ 635.56
		\$ 3,992.30

In 2012-13, CCCC saw an increase in scholarships, but several of them were one-year only donations. Since then, the Center has increased outreach efforts to secure more continuing scholarships to assist students.

#### **Scholarship Comparison 2012-13 To 2014-15**

<b>Year</b>	<b>Number of Students Awarded</b>	<b>Total Amount Disbursed</b>
2012-13	36	\$25,450
2013-14	32	\$19,375
2014-15	38	\$22,550

## B. Demographics, Including Student Achievement Data

### ENROLLMENT TRENDS – FTES

All of the courses offered during specified periods of time generate full-time equivalent students (FTES), which is a workload measure that the state of California uses to reimburse the Center for providing instruction. The Center also uses FTES data trends to evaluate enrollment trends, future revenue projections, and realization of the current year’s tuition revenue.

The FTES enrollment growth rates for the Clovis Community College Center are steady after the decline from 2009-10 that was due to restricted budgets. In fact, the fall 2014 enrollments are projected to surpass the 2009 term which had been the highest to date.

**Table 1: Clovis Community College Center FTES – Fall 2009 – Fall 2014\***

	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>
<b>Clovis Community College Center</b>	<b>1730.11</b>	<b>1651.58</b>	<b>1636.15</b>	<b>1612.91</b>	<b>1650.02</b>	<b>1906.00*</b>

Data Source: SCCCD ATERMS\_FTES file,  
\* Unofficial FTES as of 11.24.14

### ENROLLMENT TRENDS – GENDER

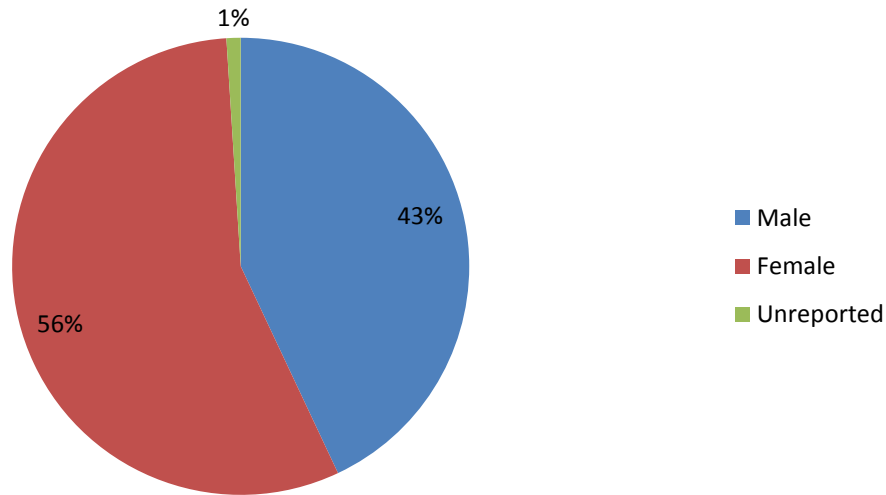
The table below reports fall-to-fall student enrollment by gender for the Clovis Community College Center from Fall 2009 through Fall 2013 (Table 2). The rates indicate a slight increase in male students over time.

**Table 2: Students by Gender: Fall 2009 – Fall 2013**

<b>Clovis Community College Center</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
<b>Female</b>	<b>58%</b>	<b>56%</b>	<b>56%</b>	<b>55%</b>	<b>54%</b>
<b>Male</b>	<b>42%</b>	<b>43%</b>	<b>43%</b>	<b>43%</b>	<b>44%</b>
<b>Unreported</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>



## Overall Enrollment by Gender Fall 2010-2013



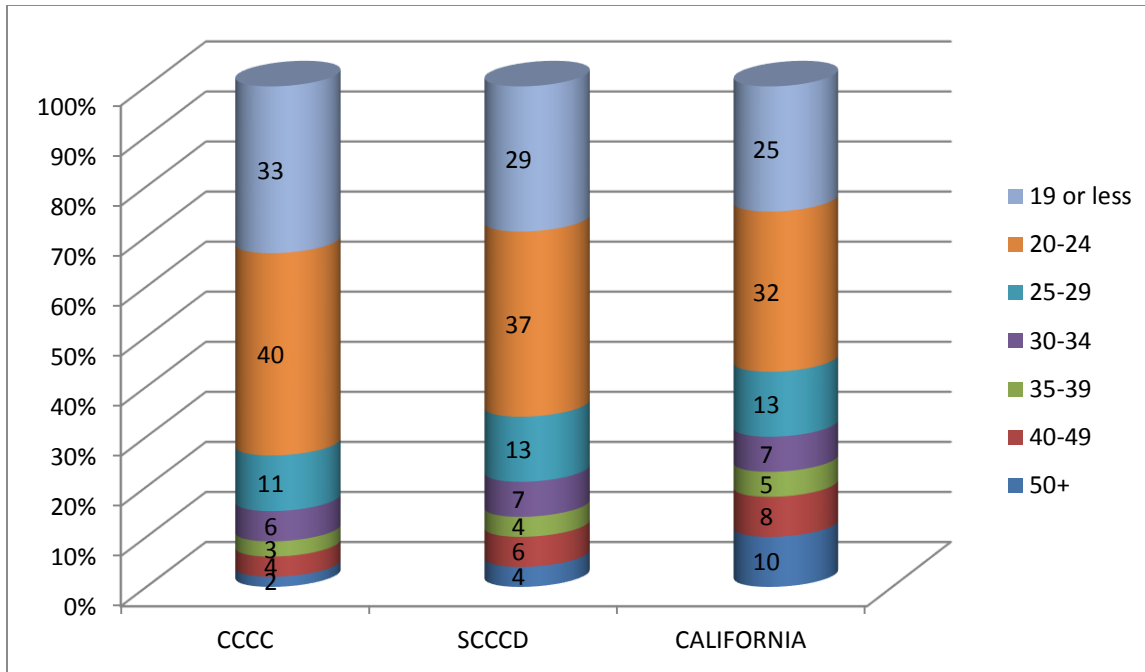
### ENROLLMENT TRENDS - AGE CATEGORY

The table below reports student enrollment by age category for Fall 2009 through Fall 2013 (Table 3). While remaining consistent over the five fall terms, the majority of students fall within the lowest age categories with the largest group being the 20-24 year olds ( $M = 40$  percent), followed by those in the 19 or less category ( $M = 33$  percent), and the 25-29 year olds ( $M = 11$  percent) for a total of 84 percent of all students. This trend is seen at a similar rate within the State Center Community College District where 79 percent of all students fall within these categories (see District Fact Sheets, <http://ir.scccd.edu>) and to a lesser extent the California Community College system data where 70 percent of students fall into these categories ([http://datamart.cccco.edu/Students/Student\\_Term\\_Annual\\_Count.aspx](http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx)). The data shows a young population compared to both the district and state.

**Table 3: Students by Age: Fall 2009 – Fall 2013**

Age Group	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
19 or less	32%	34%	33%	34%	33%
20-24	38%	39%	41%	42%	41%
25-29	12%	11%	11%	11%	12%
30-34	6%	6%	5%	5%	5%
35-39	4%	4%	3%	3%	3%
40-49	5%	4%	5%	4%	4%
50+	2%	2%	2%	2%	2%

Data Source: Institutional Research Website, [ir.scccd.com](http://ir.scccd.com)



Data Source: Institutional Research Website, ir.scccd.com, CCCCO Datamart

## ENROLLMENT TRENDS – ETHNICITY

Table 4 presents a summary of Clovis Community College Center student enrollment by ethnicity for Fall 2009 through Fall 2013. Most of the ethnic groups have remained consistent over time with the categories showing only minor fluctuations between reporting periods.

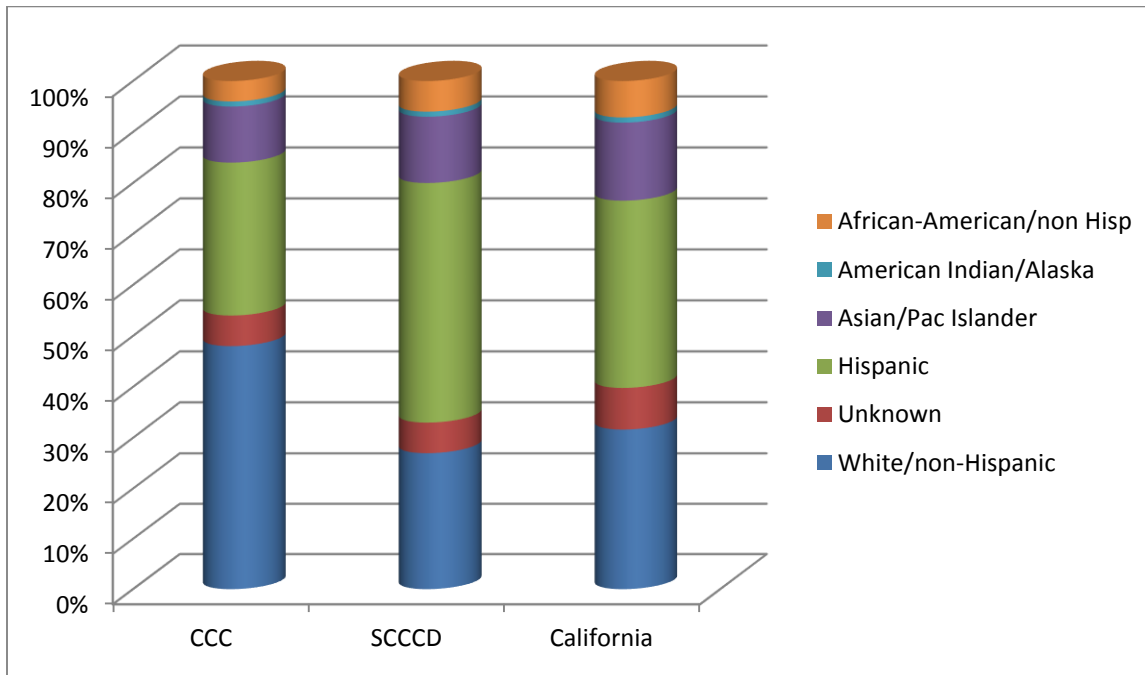
However, the White/Non-Hispanic group, which represents the largest group in this demographic with an average of 48 percent of students, decreased six percent from Fall 2009 to Fall 2013 while the next largest group, the Hispanic students with an average of 30 percent had a nine percent increase. This trend is opposite the State Center Community College District, which reports a larger Hispanic population followed by the White/non-Hispanic group (see District Fact Sheets, <http://ir.scccd.edu>). With respect to the California Community College system data, Clovis Community College Center is similar, albeit with a lower than average Hispanic population and higher than average White/Non-Hispanic student enrollment; however, CCCC is a Hispanic-serving institution. ([https://misweb.cccco.edu/mis/onlinestat/studdemo\\_dist\\_cube.cfm](https://misweb.cccco.edu/mis/onlinestat/studdemo_dist_cube.cfm)).

Another difference between the Clovis Community College Center student enrollments by ethnicity and district and state reporting include lower than average African American/Non-Hispanic group reporting. The district reports an average of six percent (see District Fact Sheets, <http://ir.scccd.edu>) and the state reports an average of seven percent while Clovis remains steady at four percent enrollment in this ethnic category.

**Table 4: Students by Ethnic Group: Fall 2009 – Fall 2013**

Ethnic Group	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
African-American/non-Hispanic	3%	4%	4%	4%	4%
American Indian/Alaskan Native	1%	2%	1%	2%	1%
Asian/Pacific Islander	10%	11%	11%	12%	13%
Hispanic	25%	28%	31%	32%	34%
Race/ethnicity unknown	10%	8%	5%	4%	2%
White/non-Hispanic	51%	48%	48%	47%	45%

Data Source: Institutional Research Website, ir.scccd.com



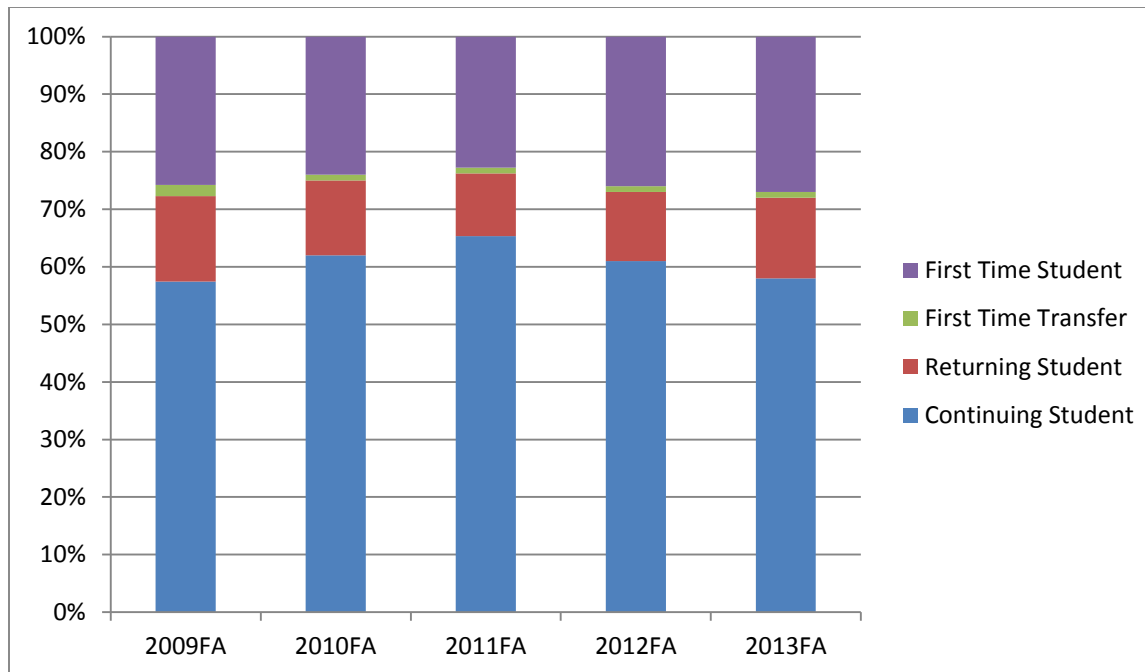
**ENROLLMENT TRENDS – ENROLLMENT STATUS**

The following table indicates a students’ designation as to their enrollment status. The percentages are not duplicated as a student can be in only one category each term. As seen by the five year trend, the categories are very stable with the majority of students classified as continuing followed by first-time students, returning students, and first-time transfer students.

**Table 5: Students by Enrollment Status: Clovis Community College Center Fall 2009 – Fall 2013**

Enrollment Status	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
First Time Student	26%	24%	23%	26%	27%
First Time Transfer	2%	1%	1%	1%	1%
Returning Student	15%	13%	11%	12%	14%
Continuing Student	58%	62%	66%	61%	58%

Data Source: SQL



## ENROLLMENT TRENDS – VOCATIONAL COURSES BY S.A.M. CODE

CCCC uses the Student Accountability Model (S.A.M.) to indicate the degree to which a program or course is occupational and to assist in identifying course sequences in occupational programs. CCCC uses S.A.M. Code B to distinguish courses for students in an advanced stage of an occupational program whereas S.A.M. Code C designates those courses that are in the middle stages of an occupational program (CCCCO Information Management Systems Manual).

Table 6 reports enrollment trends in vocational courses at Clovis Community College Center for fall terms from 2009 through 2013. Student enrollments fluctuated during the past few years; however, success and completion rates increased.

**Table 6: Enrollment in Vocational Courses by S.A.M. Codes 2009-10 – 2012-13**

	S.A.M. Code "B"			S.A.M. Code "C"			Total Vocational		
	Successful	Completed	Attempted	Successful	Completed	Attempted	Successful	Completed	Attempted
2009FA	54.17%	81.25%	48	67.20%	89.63%	2082	67.33%	90.12%	2130
2010FA	68.00%	84.00%	50	67.31%	88.52%	1820	67.68%	90.13%	1870
2011FA	73.33%	84.44%	45	71.88%	90.52%	1824	70.17%	90.55%	1869
2012FA	80.65%	96.77%	62	68.94%	90.82%	1742	68.88%	92.03%	1804
2013FA	82.76%	93.10%	29	67.24%	90.54%	1691	68.86%	91.76%	1720

Data Source: SCCCD Datatel, Information System, SCCCD\_ATERMS File

SAM Code B = Advanced Occupational, SAM Code C = Clearly Occupational

## ENROLLMENT TRENDS – ENGLISH AND MATH BASIC SKILLS IMPROVEMENT

Table 7 reports students who successfully complete a Basic Skills course and move to a higher-level course and complete. The Institutional Researcher deemed students to have been successful if they passed the original course, enrolled in a higher-level course within three years, and successfully completed the second course.

**Table 7: Enrolled in a Basic Skills Course and then Completed a Higher Level Course in the Same Area of Study, Clovis Community College Center (2007-2014)**

Total English	Improved English	Percent Improved	Total Math	Improved Math	Percent Math	Total Improved	Total	Percent Improved
2,301	1,882	81.8%	1,797	1,367	76.1%	4,098	3,249	79.3%

Data Source: SCCCD\_Aterms File, Office of Institutional Research

## ENROLLMENT TRENDS – ENROLLMENT BY ACADEMIC LEVEL

The table below reports student enrollment status for Clovis for Fall 2009 through Fall 2013 (Table 8).

**Table 8: Students by Academic Level: Clovis Community College Center, Fall 2009 – Fall 2013**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Freshmen, High School Graduate Without a College Degree	67%	62%	76%	79%	79%
Freshmen, Not a High School Graduate	1%	1%	< 1%	< 1%	< 1%
Other Under Graduate, High School Graduate Without a College Degree	4%	4%	5%	6%	6%
Other Under Graduate, Not a High School Graduate	2%	2%	< 1%	< 1%	< 1%
Sophomore, Currently Enrolled in Adult School	0%	0%	0%	< 1%	< 1%
Sophomore, High School Graduate Without a College Degree	11%	13%	9%	8%	8%
Unknown	16%	18%	6%	6%	5%

Data Source: MIS Referential Files, SCCCD\_ATERMS Files, Office of Institutional Research

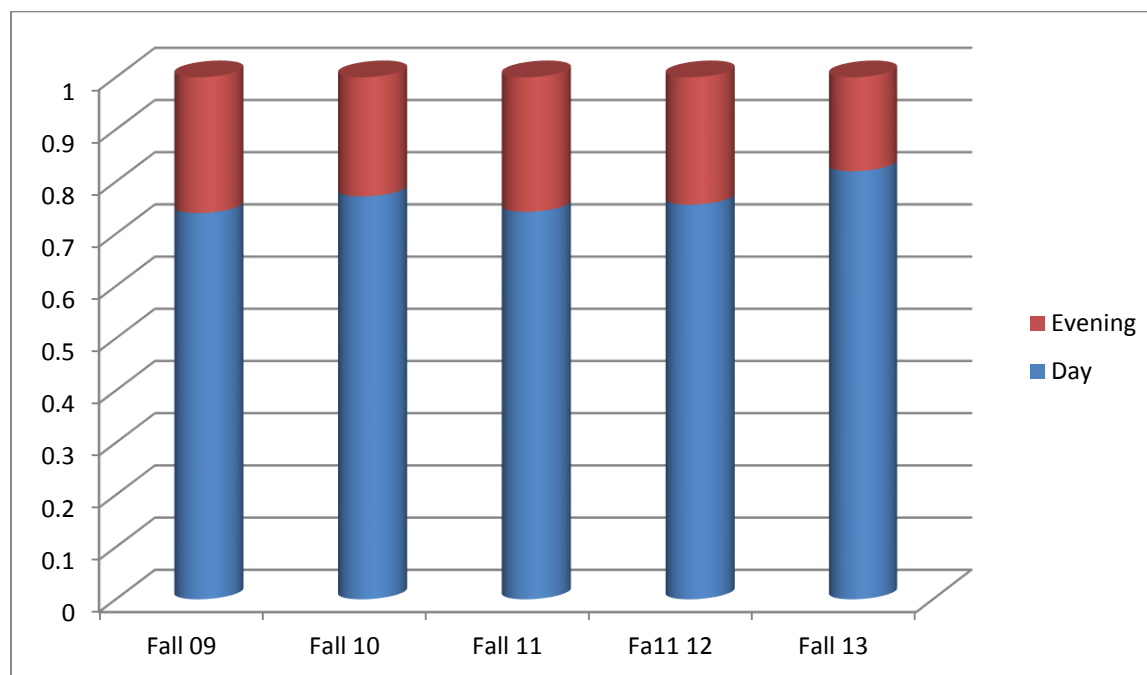
## ENROLLMENT TRENDS – DAY AND EVENING ENROLLMENT

**Table 9: Students Headcount by Day/Evening: Clovis Community College Center, Fall 2009 – Fall 2013**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Day	4,385	4,344	4,129	4,046	4,536
Evening	1,540	1,284	1,433	1,306	995
Total	5,925	5,628	5,562	5,352	5,531

Data Source: Office of Institutional Research

\*\*Students are deemed “Evening” if they have *only* evening classes. All others are considered day even if they have some of each.



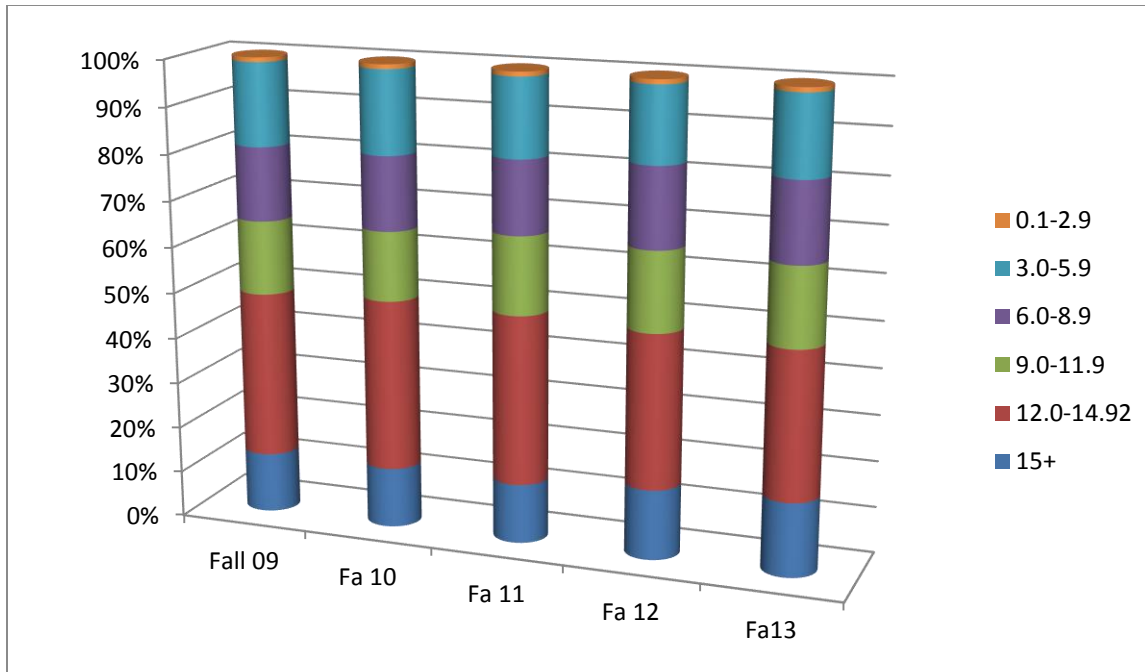
### ENROLLMENT TRENDS – UNIT LOAD

The table below reports the student unit load for the Clovis Community College Center for Fall 2007 through Fall 2010 (see Table 10). The fall-to-fall data of percent headcount reveals that the category ranking remained the same over time (12.0-14.9 has the highest percentage followed by 3.0-5.9, 6.0-8.9, 9.0-11.9, 15.0+, and finally 0.1-2.9). The data is stable across the five years with a slight increase of students taking 15 or more units and a slight decrease of students in the 12.0-14.9 ranges.

**Table 10: Students by Unit Load: Clovis Community College Center, Fall 2009 – Fall 2013**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>Non-Credit</b>	<b>&lt;1%</b>	<b>&lt;1%</b>	<b>&lt;1%</b>	<b>&lt;1%</b>	<b>&lt;1%</b>
<b>0.1-2.9</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>
<b>3.0-5.9</b>	<b>18%</b>	<b>18%</b>	<b>17%</b>	<b>16%</b>	<b>17%</b>
<b>6.0-8.9</b>	<b>16%</b>	<b>16%</b>	<b>16%</b>	<b>17%</b>	<b>17%</b>
<b>9.0-11.9</b>	<b>16%</b>	<b>15%</b>	<b>17%</b>	<b>17%</b>	<b>17%</b>
<b>12.0-14.9</b>	<b>36%</b>	<b>37%</b>	<b>37%</b>	<b>33%</b>	<b>32%</b>
<b>15.0+</b>	<b>13%</b>	<b>13%</b>	<b>13%</b>	<b>15%</b>	<b>16%</b>

SCCCD Datatel, Information System, SCCCDAterms File



## OVERALL STUDENT PERFORMANCE – STUDENT SUCCESS INDICATORS

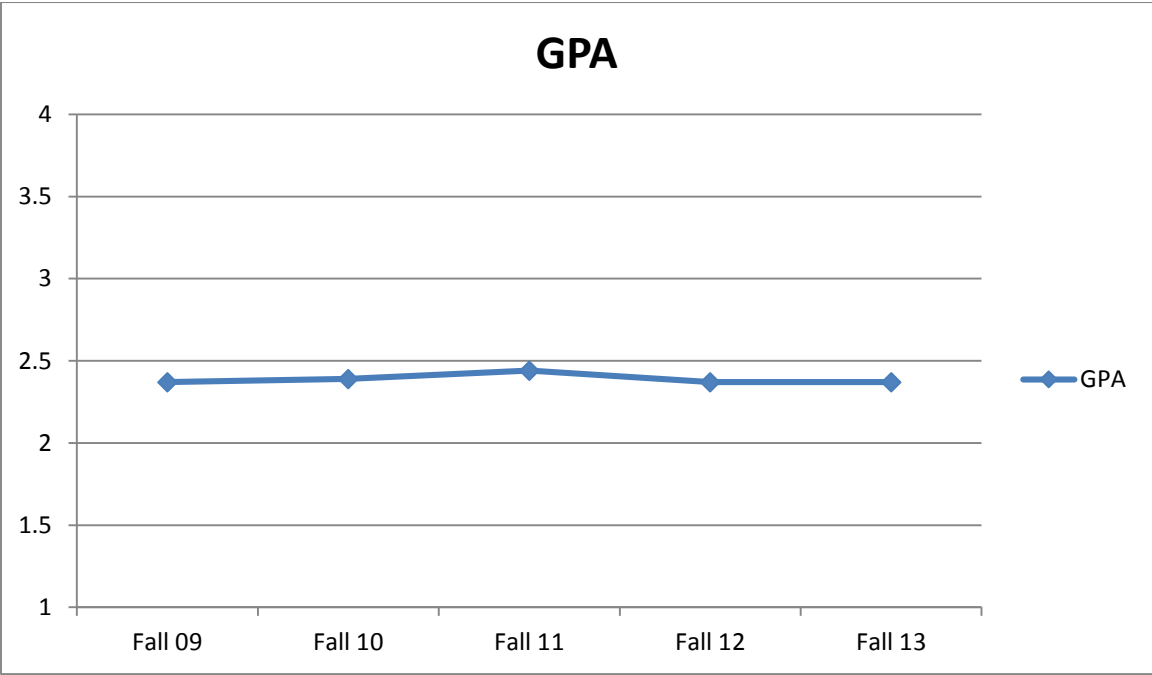
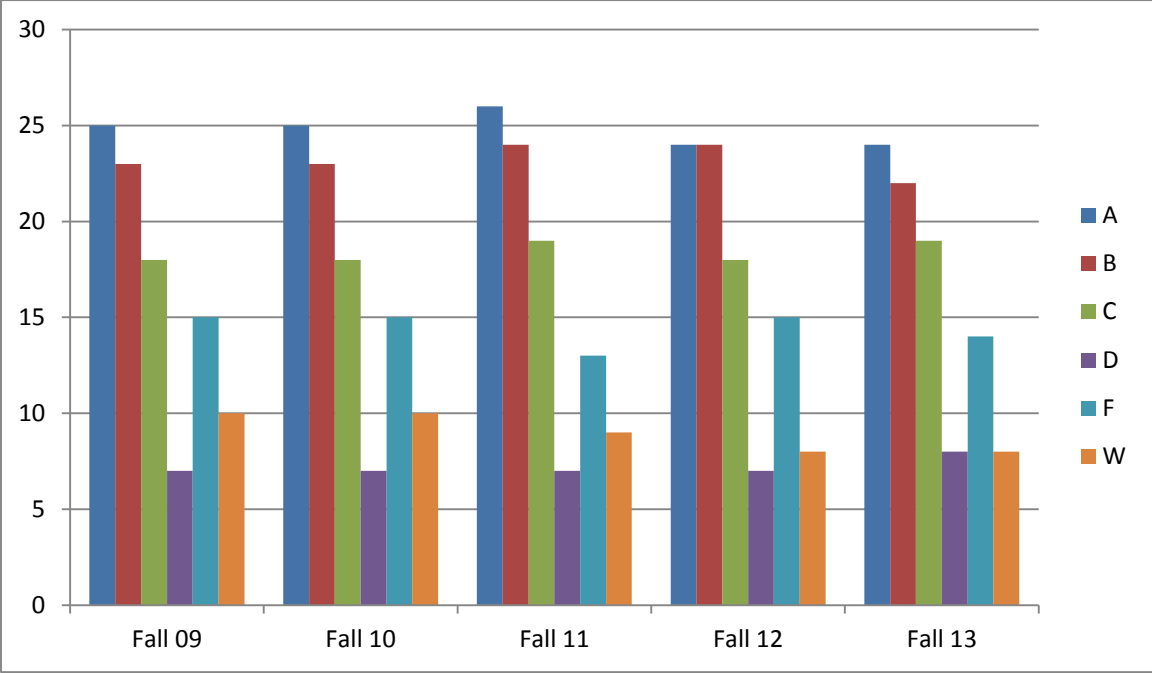
Table 11 presents the Clovis Community College Center student grade data for Fall 2009 through Fall 2013. Overall, the student grade data is quite positive with increased successful completion and retention.

- GPA remained at or above 2.37.
- The percentage of students who successfully completed a course with a grade of A, B, C, or CR (success rate) increased 2.5 percent from 67.3 percent to 69 percent.
- There was a steady increase in the percentage of students who remained in a course until the end of the term and who received a grade (retention rate).
- Those students who were not retained in a course for the entire term and instead received a grade of W (attrition rate) decreased slightly from 9.9 percent to 9.2 percent.

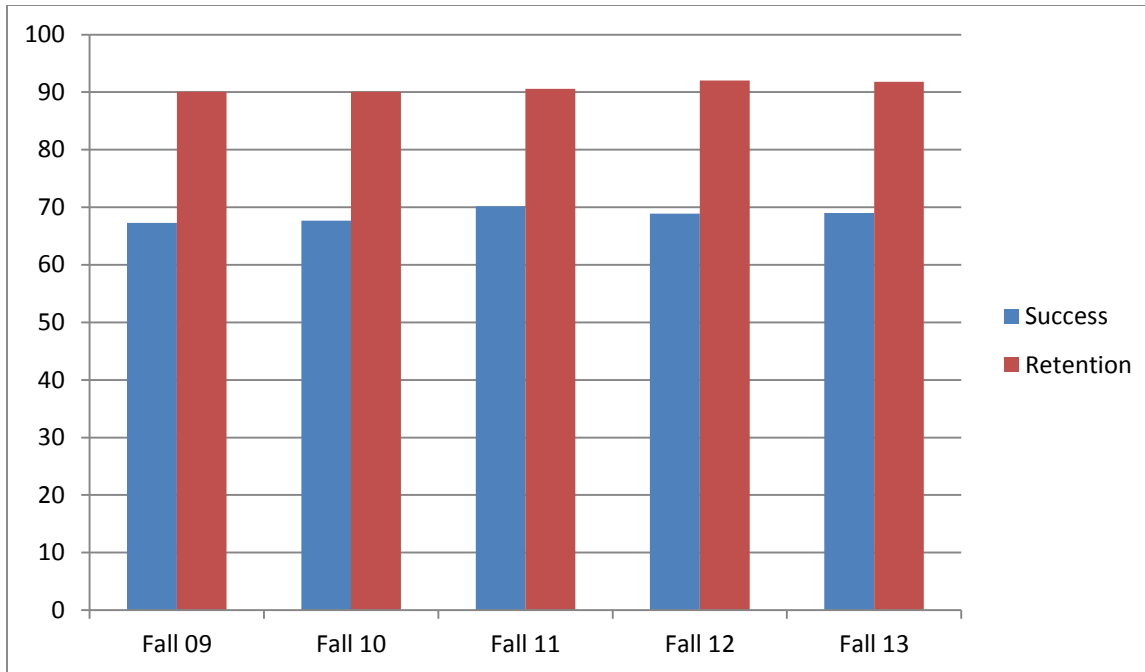
**Table 11: Mark Analysis/GPA/Retention/Completion: Clovis Community College Center, Fall 2009 – Fall 2013**

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
<b>A</b>	25%	3696	25%	3385	26%	3452	24%	3327	24%	3430
<b>B</b>	23%	3311	23%	3137	24%	3194	24%	3222	22%	3174
<b>C</b>	18%	2647	18%	2459	19%	2568	18%	2432	19%	2701
<b>D</b>	7%	954	7%	961	7%	883	7%	971	8%	1076
<b>F</b>	15%	2254	15%	1996	13%	1764	15%	2029	14%	1991
<b>W</b>	10%	1430	10%	1321	9%	1253	8%	1048	8%	1111
<b>GPA</b>	2.37		2.39		2.44		2.37		2.37	
<b>Retention</b>	90.1%		90.1%		90.6%		92.0%		91.8%	
<b>Attrition</b>	9.9%		9.9%		9.4%		8.0%		9.2%	
<b>Success</b>	67.3%		67.7%		70.2%		68.9%		69.0%	

Data Source: Institutional Research Website, <http://ir.sccd.edu>







**OVERALL STUDENT PERFORMANCE – TRANSFER RATES**

Table 12 shows transfer rates for the Clovis Community College Center for years 2008-09 through 2013-14.

Transfer students include those who, after they left CCCC, subsequently enrolled in a four-year school.

Table 12: Transfer Rates: Clovis Community College Center, 2008-09 through 2013-14

	UC Transfer	CSU Transfer	Other Ca Schools	Total Transfer
<b>2008-09</b>	34	407	116	557
<b>2009-10</b>	34	402	113	549
<b>2010-11</b>	53	459	105	617
<b>2011-12</b>	43	377	70	490
<b>2012-13</b>	57	456	79	592
<b>2013-14</b>	6	184	65	255

Data Source: National Student Clearinghouse

Data updated Fall 2014

**STAFF – FULL-TIME AND PART-TIME STATUS, CLASSIFICATION, AND GENDER**

Table 13 summarizes the number of certificated and classified staff by full-time and part-time status and gender. The Institutional Researcher noted the following data trends:

- CCCC employs more males than females as certificated full-time and part-time staff.
- CCCC employs more females than males as classified full-time and part-time staff.

- The total number of staff increased from 217 to 255 (18 percent) over the reported terms.

**Table 13: Staff by Full- and Part-time, Classification, and gender, Clovis Community College Center, Fall 2009 – Fall 2013**

CLOVIS	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>Certificated</b>					
Full-time Male	22	22	22	25	25
Full-time female	16	16	17	19	19
Part-time Male	63	49	51	61	68
Part-time Female	79	74	80	90	101
<i>Sub-Total</i>	180	161	170	195	213
<b>Classified</b>					
Full-time Male	9	10	10	12	12
Full-time female	15	16	15	14	15
Part-time Male	3	2	4	5	4
Part-time Female	10	11	7	11	11
<i>Sub-Total</i>	37	39	36	42	42
<i>Grand Total</i>	217	200	206	237	255

Data Source: SCCCD Office of Human Resources

Table 14 summarizes the number of certificated and classified staff by full-time and part-time status and ethnicity. The Institutional Researcher noted the following data trends (not including decline to state responses):

- White/Non-Hispanic was the most common response in every classification followed by Hispanic responses.
- Within the certificated category, the third most populous category were those who reported Asian/Pacific Islander followed by African American/Non-Hispanic and American Indian/Alaskan Native who were similar in reporting.

**Table 14: Staff by Full- and Part-time, Classification, and Ethnicity: Clovis Community College Center, Fall 2009 – Fall 2013**

CLOVIS	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>Full-time Certificated</b>					
African-American/non-Hispanic	1	1	1	1	1
American Indian/ Alaskan Native	1	1	1	1	1
Asian/Pacific Islander				2	2
Hispanic	3	3	3	3	3
Multi-racial	1	1	1	1	1
Race/ ethnicity unknown	5	5	5	6	6
White/ non-Hispanic	27	27	28	30	30
<i>Sub-Total</i>	37	37	38	43	43
<b>Part-time Certificated</b>					
African-American/non-Hispanic	-	-	-	2	2
American Indian/ Alaskan Native	1	1	1	1	1
Asian/ Pacific islander	11	10	12	12	15
Hispanic	14	11	14	14	13

<b>Race/ ethnicity unknown</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>16</b>	<b>20</b>
<b>White/ non-Hispanic</b>	<b>103</b>	<b>85</b>	<b>86</b>	<b>103</b>	<b>115</b>
<i>Sub-Total</i>	<b>141</b>	<b>120</b>	<b>128</b>	<b>148</b>	<b>166</b>
<b>Full-time Classified</b>					
<b>African-American/non-Hispanic</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>
<b>Asian/ Pacific islander</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>Hispanic</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>Race/ ethnicity unknown</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>
<b>White/ non-Hispanic</b>	<b>15</b>	<b>16</b>	<b>15</b>	<b>18</b>	<b>18</b>
<i>Sub-Total</i>	<b>23</b>	<b>25</b>	<b>24</b>	<b>25</b>	<b>26</b>
<b>Part-time Classified</b>					
<b>Asian/ Pacific islander</b>	<b>2</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>1</b>
<b>Hispanic</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Race/ ethnicity unknown</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>White/ non-Hispanic</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>10</b>	<b>10</b>
<i>Sub-Total</i>	<b>12</b>	<b>13</b>	<b>10</b>	<b>13</b>	<b>13</b>
<i>Grand Total</i>	<b>214</b>	<b>196</b>	<b>201</b>	<b>230</b>	<b>249</b>

Data Source: SCCCD Office of Human Resources

### C. Program Review and Planning

Clovis Community College Center developed a comprehensive program review process in 2012 that integrates planning and resource allocation. All instructional, student support services, and administrative programs and departments complete the program review process. An important outcome of the program review process is the revision of the student learning outcomes, which for instruction, become part of the course outline of record and syllabi. This process also drives the next cycle of student learning outcome assessment, evaluation, and revisions of courses. In addition, the program review process provides opportunities for all areas of the Center to review, reflect, and apply improvement strategies centered on student success. Student services and administrative programs revise their programs based on the annual assessment of student learning outcomes. In addition, the Program Review/Student Learning Outcomes Committee completes a rigorous process of evaluating goals for each Program Review report that faculty, staff, and administrators conduct at the end of each semester.

The results of Program Reviews also drive the Strategic Plan of the institution as evidenced in the 2013-2017 Strategic Plan, goal 3.4: “Utilize assessment results, data, and results from Student Learning Outcomes, Program Learning Outcomes, General Education Learning Outcomes, and Program Review process to implement improvement strategies in support of student success.”

In addition, every program submits a Program Review/SLO Annual Report. The SLO and Program Review Coordinators collect and summarize these progress reports in an annual report to the College Center Council. Results of SLO assessments and the progress reports are also posted on the Program Review and Student Learning Outcomes Blackboard website. The annual PR/SLO report gives programs an opportunity to review, reflect, and establish strategies for improvement either in instruction, student services, or processes related to planning

To assist with the planning process, faculty in leadership positions, staff, and administration vetted a software system called TracDat to allow CCCC to strengthen the planning processes, specifically student learning outcomes and Program Review. Representatives from all SCCC campuses reviewed this product two years ago, but Governet (who also owns CurricUNET) had promised an effective Student Learning Outcomes assessment and Program Review modules that never materialized. Therefore, at a recent ACCJC Workshop at the College of the Sequoias, TracDat representative Scott Johnson presented TracDat as an effective planning product that assisted the College of the Sequoias with being removed from the status of “show cause” by ACCJC. As a result, the Vice President of Instruction and Student Services asked Mr. Johnson to demonstrate the applications of TracDat to all key faculty leadership at each campus (Fresno City College, Reedley College, and Clovis Community College Center). As a result of very positive feedback, the district plans to implement TracDat starting in Fall 2015. TracDat will assist with the assessment of student learning outcomes (instructional and non-instructional), Program Review, strategic planning, resource planning, and integrated planning.

Priorities identified in the program review process guide resource allocations. The Action Plan Funding Request process drives resource allocations not covered by the general fund budget. The Action Plan Funding Request process allows any individual at the Center to request funds by completing the Action Plan Funding Request form. This form requires the applicant to identify how the request is tied to planning including Program Review recommendations or student learning outcomes. The College Center Council is responsible for making allocation recommendations based on the submitted Action Plan Funding Request forms. In addition, in the last Center’s Self Study Report, a planning agenda indicated to create a guide to assist the campus in submitting Action Plans and the importance of linking resource requests to our various planning documents.

#### **D. Student Learning Outcomes**

Student learning outcomes are a significant part of the Clovis Community College Center culture. All courses and student services have student learning outcomes and faculty assess them on a regular basis. Faculty have mapped course-level student learning outcomes (SLOs) to program learning outcomes (PLOs) and to general education learning outcomes (GELOs). The SLO-PLO-GELO mapping schemas for each department have enabled departments to integrate the SLO process into program review, strategic planning, and resource allocation. Many of the disciplines have completed several cycles of assessment and continue to refine their courses and programs based on the continuous review of the assessment process.

Since Spring 2010, CCCC has had a Student Learning Outcomes Coordinator who helps serve the needs of outcomes and assessment campus-wide. Every Duty Day, the SLO Coordinator presents and holds workshops regarding student learning outcomes and assessment. Duty Day is held from 8:00 a.m. to approximately 4:00 p.m. and is a non-teaching day that occurs the first Thursday before classes begin each semester. In addition to Duty Day, the SLO Coordinator actively engages faculty by hosting informational sessions to help faculty update their timelines, course outcomes, and PR/SLO Annual Progress Reports. This included formalized meetings, e-mails, phone calls, and office visits.

Beginning in Spring 2011, the SLO Coordinator has presented at the annual evening Adjunct Orientation each fall semester. The SLO Coordinator presents an SLO introduction for those part-time faculty who are new an assessment update. Full-time faculty then meet with the part-time faculty in their discipline and distribute SLO information, discuss upcoming assessments, and answer any questions. For disciplines without a full-time faculty member, part-time faculty meet with either the full-time faculty member who has volunteered to oversee that discipline or the SLO Coordinator to discuss SLO-related matters and answer questions.

Faculty include student learning outcomes in course syllabi, and the CCCC catalog states program learning outcomes and general education learning outcomes. The SLO Coordinator maintains documentation of the outcomes and assessment processes on the PR/SLO Blackboard site.

### **E. External Independent Audit**

The State Center Community College District hires independent auditors to conduct annual audits. Auditors follow the consistent and thorough investigation processes set forth in the California State Audit Manual. Clovis Community College Center is audited as part of the district's annual audit. The absence of audit findings for CCCC stands to validate the appropriate fiscal management of the Center's funds. However, should corrections to audit exceptions occur at the Center, the Vice President of Administrative Services will manage them at the Center level with oversight and availability of the advice of the district's management.

### **F. Certification of Continued Compliance with Commission Policies**

The Self Evaluation Report includes analysis and evidentiary information that demonstrates the Center complies with the commission policies as described in Appendix A in the *Guide to Evaluating Institutions July 2013 Edition*. The following summarizes the Center's compliance with these specific policies that are also included in the Self-Evaluation Report.

#### **Policy on Distance Education and on Correspondence Education**

The analyses and evidence in the Self-Evaluation Report presented under Standard II.A demonstrate that Clovis Community College Center has a process to ensure students who register in a distance education course have the same services and instructional quality as students who participate in a face-to-face course.

The development, implementation, and evaluation of all courses offered through distance education maintain the integrity of the institution's mission statement. The mission of Clovis Community College Center is:

## CCCC Mission Statement: Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycle of research and innovation focused on learning and student outcomes.

CCCC controls the development, implementation, and evaluation of all courses and programs offered at the Center, including courses offered through distance education.

The Center's faculty-driven Curriculum Committee approves all courses, including those offered through distance education delivery, and those courses must follow the official Course Outline of Record (CORs). All courses must align with the Center's mission and meet the same standards as face-to-face courses. All CORs establish stated student learning outcomes (SLOs), which faculty must follow regardless of location or delivery method. Faculty regularly assess those SLOs and use those results to improve both traditional and DE instruction and services. Faculty provide updates on SLO assessment and implemented changes in the Program Review/SLO Annual Report.

CCCC provides the resources and structure needed to accomplish set outcomes and demonstrates that the students are achieving these outcomes through application and appropriate assessment, such as Program Review, student learning outcome assessments, and the Action Plan Funding Request process.

CCCC provides the Commission advanced notice of intent when initiating a new delivery mode, such as distance education, through the substantive change process. CCCC provides the Commission advanced notice of intent when offering a program, degree, or certificate in which 50 percent or more of the courses are via distance education through the substantive change process. For this purpose, CCCC calculates the percentage of courses that may be offered through distance education. Reedley College has submitted several substantive change requests for review and those requests have been approved.

CCCC has a process in place by which faculty ensure that the student who registers in a distance education course or program is the same person who participates every time in and completes the course or program and receives the academic credit. The Center meets this requirement through a process of secure log-in and password. The Center's distance education courses involve regular and substantive interaction between students and the instructor, initiated by the instructor, and distance education activities are included as part of a student's grade.

### **Policy on Institutional Compliance with Title IV**

The analyses and evidence in the Self-Evaluation Report presented under Standard II.B demonstrate the College's Financial Aid Office operates in compliance with Title IV regulations

and is making every effort to keep loan default rates at an acceptably low level. CCCC participates on the Reedley College Default Prevention Task Force even the Center's default rate is below 30 percent for the most recent fiscal year and the institution, therefore, is not required to do so. CCCC established this Task Force to assist its students in handling their student loan debt and to further reduce the default rate.

The Financial Aid Office makes every effort to identify and report attempted fraud. The Financial Aid Manager runs queries each semester to try to identify potential fraudulent applicants. The Financial Aid Manager places these applicants in an "Administrative Hold" status and the Financial Aid Office disburses no financial aid until students come in person to the Financial Aid Office to verify their identity and financial aid application information. CCCC's Financial Aid Office works with the offices of the other colleges in the district to identify persons attempting financial aid fraud.

### **Policy on Representation of Accredited Status**

The SCCC Board of Trustees provides assurance that the Clovis Community College Center, through Reedley College, adheres to the eligibility requirements and accreditation standards and policies of the Commission. This adherence to the standards and policies of the commission will continue with the establishment of CCCC being approved as Clovis Community College. CCCC continues to be included under Reedley College for accreditation by ACCJC.

### **Policy on Institutional Degrees and Credits**

Standard IIA of the Self-Evaluation Report demonstrates that Clovis Community College Center, as a satellite of Reedley College, conforms to the commonly accepted minimum program length of 60 credit hours for the Associate Degree and has in place written policies and procedures for determining a credit hour. The Center does not convert clock hours to credit hours in any of its courses or programs. These policies and procedures are in accordance with California Community College practices as sanctioned by the Chancellor's Office and are consistently applied to all courses and programs.

The analyses and evidence in the Self-Evaluation Report presented under Standard II.A demonstrate that CCCC engages in accepted practices when awarding credit, including academic study of sufficient content, breadth, and length; levels of rigor appropriate to the degrees or certificates offered; student learning outcomes; and assessment results which provide sufficient evidence that students are achieving course, general education, and program learning outcomes.

CCCC awards academic credit as established in California Education Code Title 5. CCCC adheres to and has written policies and procedures for determining a credit hour. These policies and procedures are in accordance with California Community College practices as sanctioned by the Chancellor's Office and are consistently applied to all courses and programs.

CCCC awards students credit based on the conventional Carnegie unit; each unit represents three hours of the student's time each week for one 18-week semester (54 hours total). Title 5, section 55002.5, establishes the minimum expected time on task (lecture, study, and /or lab work) that is necessary to award one unit of credit. This section of Title 5 requires a minimum of 48 hours on the semester system of lecture, study, or lab work for one unit of credit regardless of term length.

In practice, the number of hours varies among institutions, but is generally within the range of 48-54 hours per unit for colleges on the semester system. SCCC uses 54 hours for the calculation. For each hour of lecture required, faculty will require students to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based on the number of hours of laboratory work, presuming that students complete most required work in class. Distance education courses require the same rigor and transferability that leads to the awarding of academic credit.

Course Outlines of Record and corresponding syllabi, along with the class schedule, demonstrate that faculty assign the appropriate amount of work to conform to the Carnegie unit. This is true of traditional lecture-based classes, as well as classroom-based courses with a laboratory, distance education courses, and courses that provide for clinical practice. The Reedley College Curriculum Committee on CurricUNET publicly discloses CCCC's transfer of credit policies and those policies include a statement of the criteria regarding the transfer of credit earned to another institution of higher education. CCCC does not convert clock hours to credit hours for purposes of federal financial aid, thus compliance with the USDE 2011 conversion formula is not applicable.

Each course includes in its course outline of record the specific standards for awarding course credit including student learning outcomes, course objectives, topics and scope, methods of instruction, and methods of evaluation. The justification for the number of units awarded is based on these elements as well as on the traditional Carnegie Unit. The modality of delivering instruction is not a factor in determining any elements in the course scope, outcomes, or objectives and consequently is not a factor in the number of units awarded. The Curriculum Committee scrutinizes all of these details for adherence to standards of academic rigor and applicable state regulations. Once the Curriculum Committee approves curriculum, it submits proposals to the Pre-Educational Coordinating and Planning Committee (pre-ECPC), which then forwards those proposals for review by the Educational Coordinating and Planning Committee (ECPC). ECPC submits curriculum proposals for final approval to the Board of Trustees. Faculty adherence to the content and objectives in the course outline of record is one component of the faculty evaluation process as well as the student learning outcomes assessments.

All grading and credit policies comply with the State of California Education Code and Title 5 of the California Code of Regulations, and the Board of Trustees approves them. This information is available in the college catalog. Instructors may establish a course grading policy within these parameters and include such course grading policies in course syllabi.

### **Policy on Integrity and Ethics**

Clovis Community College Center (CCCC) has a strong record of complying with the policy elements delineated in the ACCJC Policy on Institutional Integrity and Ethics. CCCC has policies and engages in practices that uphold and protect its institutional integrity. (Policy Element 1)

CCCC supplied the Commission with complete, current, and accurate information throughout its previous application in 2011 for advancement to candidacy. This practice is continuing as CCCC has provided information recently to the Commission as part of its substantive change



application (institutional name change), and is currently preparing information for the Commission pertaining to CCCC's upcoming application for college status. (Policy Element 2)

CCCC has extensively prepared for its past site visits from ACCJC, conducting a smooth site visit in association with the application for advancement to candidacy visit in 2011, and previously cooperating and planning for site visits associated with Reedley College's cyclical applications for reaffirmation of accreditation. (Policy Element 8)

CCCC provides clear and accurate information to all persons and organizations related to its mission statement via its catalog and schedule of courses. These documents are available in hard copy and electronically on the CCCC website. The required information mentioned in Policy Element 3 (information on educational programs, admission requirements, student services, fees and costs, financial aid, transfer of credit, and refunds) is fully addressed in the college catalog. Self-evaluation report sections IIA and IIB show further evidence of CCCC's compliance with these requirements. CCCC clearly reports information on its accreditation status, including its self-evaluation and all actions of the Commission pertaining to the institution, and makes such information available to the public on its website. (Policy Elements 3 and 5)

CCCC adheres to policies that ensure the integrity of its hiring practices as described in the Standard IIIA section of this self-evaluation report. Standard IIA describes CCCC's policies and evidence regarding academic honesty. Standard IV describes policies that ensure integrity in governing board decision making. (Policy Element 4)

Clear CCCC policies and evidence concerning institutional integrity are available in the college catalog and in SCCC Board Policy as detailed in this institutional self-evaluation report, Standard IIA section. (Policy Element 6)

Anonymous and confidential complaints concerning CCCC may be made either through the CCCC Facebook page or directly to ACCJC via the information listed on the CCCC website. (Policy Element 7)

The institution has routinely complied with all Commission requests, directives, decisions, and policies and has provided evidence throughout this current self-evaluation report. (Policy Element 9)

### **Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

Not Applicable.

### **Policy on Student and Public Complaints Against Institutions**

CCCC has included the required statement about the complaint policy under About Us—Accreditation. CCCC's student grievance procedure is in place and is available publicly. CCCC has separate student complaint and grievance procedures which define the scope and manner in which they are resolved. Administrative Regulation (AR 5530) addresses both of them.

Student grievances are much more serious than student complaints. As per Administrative Regulation (AR) 5530, student grievances are limited to:

- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972
- Sexual Harassment
- Other illegal harassment or discrimination
- Financial aid
- Course grades, to the extent permitted by Education Code Section 76224(a). The exercise of rights of free expression protection by state and federal constitutions and Education Code Section 76120.

All administrative regulations, including AR 5530, are available to students online under About Us/SCCCD Board Policies and Administrative Regulations CCCC's website at [www.cloviscenter.com](http://www.cloviscenter.com).

CCCC is a center of Reedley College (RC) and as such has been operating under the Reedley College Catalog. AR 5530 is the basis for the grievance procedure described on page 48 of the 2014-2015 RC Catalog. The 2014-2015 CCCC Catalog, which is under development, will also address AR 5530.

CCCC routinely uses the informal resolution process as addressed in AR 5530 to resolve such minor grievances and is called the "Student Appeal/Complaint Form," which students may obtain from the Office of Instruction and Student Support Services, or find on the CCCC website under New Students/Forms Online or Current Students/Forms Online.

The Office of Instruction in AC1-260 or the Dean of Students AC2-133 maintains completed Student Appeal/Complaint Forms in files sorted by semester. Said complaint files demonstrate compliance with implementation of the complaint policies and procedures.

All complaint processes are available to students on the CCCC website, under New Students/Student Support Services/Complaints or Current Students/Student Support Services/Complaints.

USDE

## Compliance with USDE Regulations



Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

## **Compliance with Selected USDE Regulations**

In a memo from Barbara Beno on January 31, 2013, ACCJC notified colleges that due to the 2008 Reauthorization of the Higher Education Act, the United States Department of Education strengthened regulations regarding financial aid, student achievement data, third party communication, distance education, transfer policies, and program requirements. As a result, ACCJC created a checklist to be provided to all evaluating teams on a comprehensive visit. This checklist along with descriptive narrative evidence is included in this section of the Self Evaluation Report.

### **Public Notification of an Evaluation Visit and Third Party Comment**

**The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.**

CCCC has posted the link to the draft Self Evaluation Report for Clovis Community College Center to the front page of the institutional website under eNewsExpress. The page directs the public to the draft report with a form where they can make public comment. The site transmits all comments to ACCJC and the Co-Chairs of the Accreditation, which include the ALO, for evaluation.

**The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.**

Clovis Community College Center will cooperate with the evaluation team to provide any follow-up information necessary to address any third party comments that the team receives.

**The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.**

A comment form, which is posted on the Center's website, allows the campus or community members to provide feedback to the Center regarding the Self-Evaluation Report. The Center utilizes the ACCJC Third Party Comment Form that can be found on the [www.accjc.org](http://www.accjc.org) website. [Evidence: 1, 2]

### **Standards Performance with Respect to Student Achievement including Demographics**

**The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.**

The analyses and evidence in the Self-Evaluation Report, particularly as presented in the introduction and in Standards I.A, I.B, II.A, and II.B, demonstrate the Center sets a broad array of institutional student achievement benchmarks in alignment with the mission. In addition, analyses and evidence presented in Standard II.A demonstrate that faculty have set and assessed student learning outcomes (SLOs) at the programmatic levels with the intent of continuous improvement. The evidence presented in the Self-Evaluation Report shows the effective achievement by students on institution-level and programmatic-level measures. [Evidence: 3, 4, 5]

**The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.**

The analyses and evidence in the Self-Evaluation Report, particularly as presented in the Introduction and in Standards I.A, I.B, II.A, and II.B, demonstrate the Center sets a broad array of institutional student achievement benchmarks in alignment with the mission. The Student Success Committee collaboratively established these benchmarks using several metrics and incorporating the college mission to be known for "...reflective, data-driven cycles of research and innovation focused on learning and student outcomes." The College Center Council reviewed and approved those benchmarks. The Center regularly assesses performance on these metrics including, but not limited to, course completions, state licensing examinations, program/certificate completion data, graduation data, course retention and success, transfer rates, and, where available, job placement rates. Dialogue takes place on the results of the assessments to guide improvement planning. [Evidence: 3, 4, 5]

**The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.**

The development and implementation of institution-set standards came from the work of the Student Success Committee. The Institutional Researcher presented data in a variety of metrics that the committee vetted so as to achieve an acceptable standard. The suggested standards are meant to be an institutional average or normal rate as opposed to an aspirational metric. Once the Student Success Committee finalized the standards, the Institutional Researcher gave a presentation to the College Center Council, which accepted the document and to whom the Institutional Researcher will give a report annually. [Evidence: 4, 5, 6]

**The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.**

The College Center Council reviews the institution-set standards each year. If and when the College Center Council requests significant changes, then the Student Success Committee will reevaluate the standards and recommend changes. [Evidence: 4, 5, 6]

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

### **Credits, Program Length, and Tuition**

**Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).**

Standard IIA of the Self-Evaluation Report demonstrates that Clovis Community College Center, as a satellite of Reedley College, conforms to the commonly accepted minimum program length

of 60 credit hours for the Associate Degree and has in place written policies and procedures for determining a credit hour. The Center does not convert clock hours to credit hours in any of its courses or programs.

The analyses and evidence in the Self-Evaluation Report presented under Standard II.A demonstrate that CCCC engages in accepted practices when awarding credit, including academic study of sufficient content, breadth, and length; levels of rigor appropriate to the degrees or certificates offered; student learning outcomes; and assessment results which provide sufficient evidence that students are achieving course, institutional and program learning outcomes.

CCCC awards academic credit as established in California Education Code Title 5. CCCC adheres to and has written policies and procedures for determining a credit hour. These policies and procedures are in accordance with California Community College practices as sanctioned by the Chancellor's Office and are consistently applied to all courses and programs.

CCCC awards credit based on the conventional Carnegie unit; each unit represents three hours of the student's time each week for one 18-week semester (54 hours total). Distance education courses require the same rigor and transferability that leads to the awarding of academic credit. [Evidence: 7, 8, 9, 10, 11]

**The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).**

Analyses and evidence presented in the Self-Evaluation Report under Standard IIA demonstrates that CCCC as a satellite of Reedley College ensures that any awarded academic credits and degrees conform to commonly accepted practice including time invested and content mastered. Course Outlines of Record and corresponding syllabi, along with the class schedule, demonstrate that faculty assign the appropriate amount of work to conform to the Carnegie unit. This is true of traditional lecture-based classes, as well as classroom-based courses with a laboratory, distance education courses, and courses that provide for clinical practice. The Reedley College Curriculum Committee publicly discloses CCCC's transfer of credit policies on CurricUNET, which includes a statement of the criteria regarding the transfer of credit earned to another institution of higher education. CCCC does not convert clock hours to credit hours for purposes of federal financial aid, thus compliance with the USDE 2011 conversion formula is not applicable. [Evidence: 7, 8, 9, 11, 12, 13, 14]

**Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).**

The state of California mandates an enrollment fee that colleges charge to all students. Each student pays this enrollment fee based upon the number of units he or she registers for each semester. California requires that CCCC charge residents \$46 per unit. Fees are due on the date indicated in the Schedule of Classes and as posted on the Center's website. Beginning the first day of the semester, however, fees are due on the same day of registration. Effective Fall 2006, the Board of Governors Fee Waiver will no longer cover the Student Health Fee. (E.C. 76300; 5 CCR 58500-58509). California Residents: \$46\* per unit (with no cap). California residents may

apply for Board of Governors Enrollment Fee Waiver through the Financial Aid Office. The Financial Aid Office staff encourage California residents to apply for the Board of Governors Enrollment Fee Waiver.

\*Enrollment fees for California residents are subject to change without notice per California State Legislature and Governor. If the state raises enrollment fees after enrollment, the Center notifies students of the additional amount. [Evidence: 8]

CCCC charges nonresident and international students a tuition fee as follows (Education Code 76140):

- Any US resident student who has not established California residency must pay a non-resident fee of \$235 per unit for classes.
- International students must pay a tuition fee of \$235 per unit for classes.
- In addition to the non-resident fee, an enrollment fee of \$46 will be charged for each unit taken.

#### Regular and Summer Sessions

Each full unit taken:

- International Student Tuition - \$235.00\*
- Nonresident Student Tuition - \$235.00\*
- Plus Enrollment Fee per unit - \$46.00\*

\* Fees are subject to change without notice

Evidence: <http://www.cloviscenter.com/index.aspx?page=115>

#### **Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.**

CCCC awards students credit for classes on the basis of the Carnegie unit. This defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester. Title 5, section 55002.5, establishes the minimum expected time on task (lecture, study, and /or lab work) that is necessary to award one unit of credit. Title 5 requires a minimum of 48 hours on the semester system (or 33 hours on the quarter system) of lecture, study, or lab work for one unit of credit regardless of term length. In practice, the number of hours varies among institutions, but is generally within the range of 48-54 hours per unit for colleges on the semester system. SCCC uses 54 hours for the calculation. For each hour of lecture required, faculty will require students to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based on the number of hours of laboratory work, presuming that students complete most required work in class. [Evidence: 7, 9]

Each course includes in its Course Outline of Record the specific standards for awarding course credit including student learning outcomes, course objectives, topics and scope, methods of instruction, and methods of evaluation. The justification for the number of units awarded is based on these elements as well as on the traditional Carnegie Unit. The modality of delivering instruction is not a factor in determining any elements in the course scope, outcomes, or objectives and consequently is not a factor in the number of units awarded. The Curriculum Committee scrutinizes all of these details for adherence to standards of academic rigor and applicable state regulations. The Curriculum Committee submits approved course proposals to

the pre-Educational Coordinating and Planning Committee, which reviews the proposals and forwards them to the Educational Coordinating and Planning Committee (ECPC). ECPC reviews and approves curriculum proposals before submitting them to the Board of Trustees for final approval. Faculty adherence to the content and objectives in the Course Outline of Record is one component of the faculty evaluation process as well as the student learning outcomes assessments.

All grading and credit policies comply with the State of California Education Code and Title 5 of the California Code of Regulations, and the Board of Trustees approves them. The college catalog includes this information. Instructors may establish a course grading policy within these parameters and include course grading policies in their syllabi.

The units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

**The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.**

Clovis Community College Center as a satellite of Reedley College conforms to the commonly accepted 60-semester hours minimum program length for associate degrees. CCCC has written policies and procedures in its handbook for determining a credit hour. These policies and procedures are in accordance with California Community College practices as sanctioned by the Chancellor's Office, and CCCC consistently applies these policies and procedures to all courses and programs. [Evidence: 7, 8, 9]

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

**Transfer Policies**

The college catalog, college website, and information available in the Student Support Services Office displays transfer policies. CCCC transfer services provide a variety of resources and services to help students transfer to other colleges and universities for completion of their educational goals. These resources include major sheets, transfer counseling, articulation agreements, university/college representatives on campus, college catalogs, field trips, transfer application workshops, college social media tools and several transfer admission guarantees (TAGs) to several University of California campuses. The CCCC hosts a university outreach day during the Fall semester which includes representatives from UC, CSU, and private institutions. In an effort to comply with Senate Bill 1440, CCCC has also developed several Associate Degree for Transfer (ADTs). The following degrees are available at the CCCC: Administration of Justice, Business Administration, Communication Studies, Early Childhood Education, English, History, Kinesiology, Mathematics, Physics, Psychology, Sociology and Studio Arts. CCCC is working in conjunction with Reedley College to get several other ADT degrees approved through ACCJC. This information is also referenced in Standard IIB.

**Transfer policies are appropriately disclosed to students and to the public.**

Students and the public can find articulation agreements between the California State University (CSU) and University of California (UC) campuses on the assist.org website. CCCC has hired a



part-time counselor to coordinate CCCC's articulation function and also ensure that all CCCC's courses are CID approved.

The transfer policies are included on the CCCC website, class schedule, and the college catalog.

**Policies contain information about the criteria the institution uses to accept credits for transfer.**

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

### **Distance Education and Correspondence Education**

The analyses and evidence in the Self-Evaluation Report presented under Standards II.A, II.B, and III.C. demonstrate compliance with this policy.

**The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.**

The Curriculum Committee approves all courses, including those offered through distance education delivery, and all faculty must follow the approved Course Outline of Record (CORs). All courses must align with the Center's mission and meet the same standards as face-to-face courses. All CORs establish stated student learning outcomes (SLOs), which faculty follow regardless of location or delivery method, and faculty regularly assess SLOs. Also see Standard IIA for further explanation and evidence. [Evidence: 3, 10]

**There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).**

The Curriculum Committee requires faculty to complete and submit a distance education supplemental application. This is explained in more detail in Standard IIA. [Evidence: 10, 15]

**The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.**

The Center has a process to establish that the student who registers in a distance education course is the same student who participates in and completes the course and receives the academic credit. Specifically, the Center meets this requirement through a process of secure log-in and passcode. See Standard IIIC for more information. [Evidence: 15, 16]

**The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.**

#### **Online Courses**

CCCC currently uses appropriate technology to achieve course objectives; for example, instructors utilize the Blackboard Learning Management System to offer the majority of online

courses. Many instructors also utilize [www.turnitin.com](http://www.turnitin.com). Standards IIA and IIIC include more information. [Evidence: 17, 18]

### Online Student Services

A variety of online student support services are available and use the appropriate technology to meet student needs with each service: admissions application, academic counseling (including career and transfer services), orientation, SARS Early Alert, Financial Aid, Online Probation Workshop, and registration. This is discussed in detail in Standard IIB, section 3a.

### **The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.**

Clovis Community College Center meets the requirements of the Policy on Distance Education and Correspondence Education by ensuring that distance education courses adhere to the same quality standards and student learning outcomes as face-to-face courses as described in Standard IIA.

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

### Student Complaints

The analyses and evidence presented in the Self-Evaluation Report presented under Standard IIB demonstrates compliance with this policy.

### **The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.**

CCCC has separate student complaint and grievance procedures which define the scope and manner in which faculty and administrators resolve them. Administrative Regulation (AR) 5530 addresses both procedures. Student grievances are much more serious than student complaints.

As per Administrative Regulation (AR) 5530, student grievances are limited to:

- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972
- Sexual Harassment
- Other illegal harassment or discrimination
- Financial aid
- Course grades, to the extent permitted by Education Code Section 76224(a). The exercise of rights of free expression protection by state and federal constitutions and Education Code Section 76120.

All administrative regulations, including AR 5530, are available to students online under About Us/SCCCD Board Policies and Administrative Regulations website at [www.cloviscenter.com](http://www.cloviscenter.com). CCCC is a center of Reedley College (RC) and as such has been operating under the Reedley College Catalog. AR 5530 is the basis for the grievance procedure described on page 48 of the 2014-2015 RC Catalog. The Office of Instruction is developing the 2014-2015 CCCC Catalog which will address AR 5530.

Faculty and administrators routinely use the informal resolution process as addressed in AR 5530 to resolve minor grievances and call this process the “Student Appeal/Complaint Form,” which

students may obtain from the Office of Instruction or Student Support Services, or find on the CCCC website under New Students/Forms Online or Current Students/Forms Online.

**The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.**

The Office Instruction in AC1-260 or the Dean of Students in AC2-133 maintains completed Student Appeal/Complaint Forms in files sorted by semester. Said complaint files demonstrate compliance with implementation of the complaint policies and procedures.

**The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.**

No response required.

**The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.**

The Accrediting Commission of Community and Junior Colleges (ACCJC) is the accreditation body for CCCC. CCCC publishes information concerning accreditation on the CCCC website under About US – Accreditation.

The state of California licenses and the National Association for the Education of Young Children (NAEYC) accredits the CCCC Child Development Center (CDC).

All complaint processes are available to students on the CCCC website, under New Students/Student Support Services/Complaints or Current Students/Student Support Services/Complaints.

**The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.**

Commission Policy on Representation of Accredited Status: CCCC has included the required statement from part B of said policy on the CCCC website under About Us – Accreditation.

Commission Policy on Student and Public Complaints: CCCC has a student grievance procedure in place which is available publicly.

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

### **Institutional Disclosure and Advertising and Recruitment Materials**

Evidence provided throughout the Self-Evaluation Report demonstrates compliance with this policy.

**The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.**

Information regarding CCCC's programs, locations and policies is available to students and the general public via the CCCC website at [www.cloviscenter.com](http://www.cloviscenter.com). Appointed campus representatives update information regularly to ensure accuracy of information disseminated to students and the general public.

- The college catalog clearly describes all programs; the catalog is available in hard copy or online under the heading Distance Learning/College Catalog.
- The College Catalog and the CCCC website homepage identify the location of the Center.
- CCCC provides stated policies in several areas for easy access: College Catalog, Schedule of Classes, Board of Trustees Policies and Administrative Regulations, Student Conduct Standards and Grievance Procedures Handbook.

**The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.**

Clovis Community College Center endeavors to ensure accurate information with all institutional advertising and publications, student outreach efforts, and its accreditation status.

- Members of the Campus President’s Cabinet regularly review all institutional advertising and publications to ensure accurate and timely information;
- CCCC is an open-access institution and therefore admits all students who have graduated from high school or are 18 years of age. Outreach staff is available to assist students with admission and matriculation processes.
- The CCCC website clearly outlines information about the Center’s Accreditation status under About Us/Accreditation.

**The institution provides required information concerning its accredited status as described above in the section on Student Complaints.**

Clovis Community College Center posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs. Regulation citations: 602.16(a)(1)(vii); 668.6.

**Title IV Compliance**

**The institution has presented evidence on the required components of the Title IV Program, including finding from any audits and program or other review activities by the USDE.**

Clovis Community College Center does not process Title IV financial aid separate from Reedley College; therefore, CCCC’s information is included in Reedley College’s audits. [Evidence: 67]

**The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc.**

The USDE has not raised any issues.

**The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.**

Clovis Community College Center does not have its own default rate at this time. However, Reedley College’s most recent default rate, which includes Clovis Community College Center’s students, is 39.3 percent. Therefore, the USDE requires Reedley College to establish a Default Prevention Task Force and develop a Default Prevention Plan. The task force will have its first meeting in December 2014. Staff from CCCC will participate in these activities.

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

Clovis Community College Center does not have any of these contractual relationships.

**The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.**

Clovis Community College Center does not imply nor suggest its accreditation status is applicable with courses or programs offered under contract with non-regionally accredited entities.

Clovis Community College Center complies with all Title IV requirements through Reedley College including:

- Separation of duties for determining student awards and disbursing of funds
- Submitting all required annual financial aid audits and reports, such as the FISAP, in a timely manner
- Utilizing the electronic processes required by the Department of Education

In addition, Clovis Community College Center through Reedley College uses the following policies, procedures and processes to ensure compliance:

Procedures that ensure frequent, periodic reconciliation of business office and financial aid office award data.

- A system of internal checks and balances for administering federal student financial aid that meets federal requirements
- A system to identify and resolve discrepancies in information received from various sources about a student's financial aid application
- A policy that meets federal regulations for requiring satisfactory academic progress for recipients of financial aid
- A policy that meets federal regulations for returning Title IV funds upon student withdrawal from classes
- A process to insure the obtaining of the necessary approvals from the department for expanding or re-establishing eligibility

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

## **H. Special Notes and Principles Related to Distance Education**

While CCCC has offered DE courses since 1998, DE course offerings declined in 2009 to 2012 due to state budget restrictions and remain only a small portion of the programs and courses available at CCCC. Only within the past year have CCCC faculty, staff, and administration discussed increasing DE course offerings in both hybrid and completely online formats.

However, all offerings are fully compliant with ACCJC standards and best practices, and all offerings conform to the course outlines of record.

The following chart demonstrates the number of courses offered in DE mode compared to face-to-face sections in the past five years:

<b>CCCC Sections</b>	<b># DE Sections</b>	<b># FTF Sections</b>
<b>2008-2009</b>	70	736
<b>2009-2010</b>	74	691
<b>2010-2011</b>	57	641
<b>2011-2012</b>	58	676
<b>2012-2013</b>	42	614
<b>2013-2014</b>	43	677

Data Source: ATERMs FTEs – excludes summer sessions

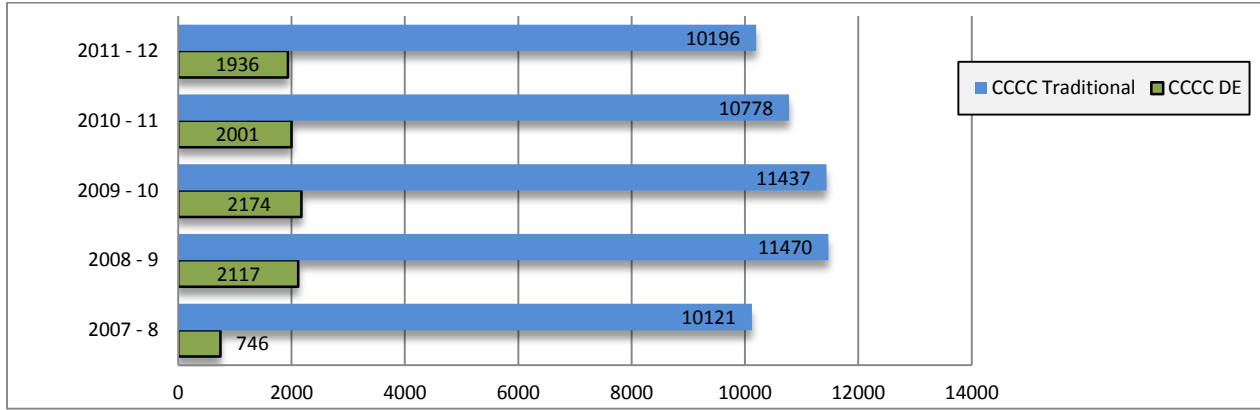
<b>CCCC Sections</b>	<b># DE Sections</b>	<b># FTF Sections</b>
<b>2008 fa</b>	27	362
<b>2009 sp</b>	43	374
<b>2009 fa</b>	40	354
<b>2010 sp</b>	34	337
<b>2010 fa</b>	26	320
<b>2011 sp</b>	31	321
<b>2011 fa</b>	28	342
<b>2012 sp</b>	30	334
<b>2012 fa</b>	25	328
<b>2013 sp</b>	17	286
<b>2013 fa</b>	21	346
<b>2014 sp</b>	22	331

Data Source: ATERMs FTEs – excludes summer sessions

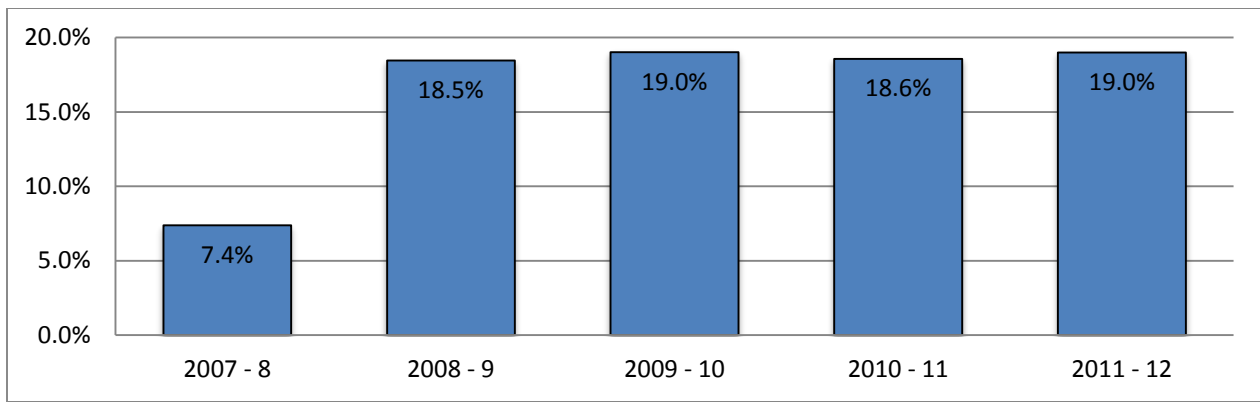
The charts below represent the Center’s DE population. The second chart shows that even with the reduction in students enrolled in distance education coursework, CCCC was able to maintain 19 percent of the overall student population taking DE courses from 2009 to 2012.

Because of the limited number of courses available in DE mode, students often take both face-to-face and DE classes in the process of completing their degrees or preparing for transfer. Even though students cannot complete an entire degree or program via DE, many of them benefit from the flexibility that DE courses give them. For example, a student who works during the day may take two evening classes during the week and take an additional class online in order to complete his or her schedule.

## Traditional vs. DE Student Totals



## Student Population Enrolled in DE



In order to facilitate the development of DE courses and services, CCC established the Distance Education Technology Advisory Committee (DETAC), which has a subcommittee for distance education, and the Vice President of Instruction and Student Services appointed two distance education co-coordinators in Fall 2013. According to the DETAC Operating Agreement, “The purpose of the Distance Education and Technology Advisory Committee (DETAC) is to report and make periodic recommendations to the College Center Council on all matters related to technology infrastructure, training, and support.” The DE Subcommittee “shall report and make periodic recommendations to the Academic Senate on matters related to instructional and student services technology and distance education” (DETAC Operating Agreement). The DE Co-Coordinators serve as the faculty co-chairs for DETAC and serve on the DE Subcommittee.

The DE Co-Coordinators are responsible for guiding the development of the DE program, ensuring that it meets federal and accreditation standards, evaluating the success of DE courses and services, and providing support for faculty who teach in DE mode. One of the DE Co-Coordinators’ first tasks was to complete the CCC Distance Education Handbook/Strategic Plan. The Handbook/Strategic Plan outlines CCC’s DE program and services and addresses the parameters for teaching an online class so that it is in compliance with Title 5 regulations for DE, such as defining effective and substantive contact and describing education or experience

requirements for DE instructors. In the initial stages of development of the Handbook/Strategic Plan, the Co-Coordinators solicited feedback from the DE Subcommittee, which includes DE instructors, then sent the completed draft to DETAC for approval. At that time, DETAC submitted the Handbook/Strategic Plan to the Academic Senate for review and approval.

### **Standard I.A.: Mission**

CCCC considers its mission statement to address DE courses as it does all other courses. The Center's mission statement identifies the purposes of the Center's programs and courses as focused on career/technical certificates, degrees, and transfer programs; DE, including fully distance education and hybrid formats, are part of each of these components of the Center's mission. DE course offerings extend access to students who cannot make it to campus or who need more flexible schedules. DE course offerings also allow students who work full time to increase the amount of units they may take per semester. As stated in the DE Handbook/Strategic Plan, no center or college within the State Center Community College District offers enough coursework online that would allow students to complete the entire degree in DE mode.

### **Standard I.B.: Improving Institutional Effectiveness**

CCCC integrates distance education course and services planning into the dialog about continuous improvement for all planning, program review, and student support services. CCCC ensures there is institutional commitment to achieving these identified goals by including Strategic Plan goals related directly to distance education:

Strategic Plan Goal 3.5: "Increase faculty development opportunities to support excellent teaching and learning in areas such as distance learning, innovative teaching methods, the use of technology for learning, and learning communities that support student success."

Strategic Plan Goal 6.2: "Align and implement the objectives and strategies of the Center's Technology/Distance Education Plan with the district Technology Plan."

The Distance Education Technology Advisory Committee (DETAC) measures goals and objectives related specifically to DE.

The Distance Education Co-Coordinators lead faculty professional development opportunities to update faculty about federal regulations for DE. At the Spring 2014 Duty Day, one of the DE Co-Coordinators gave a presentation to all faculty about the definition of DE and the distinctions between DE and correspondence education, emphasizing the importance of effective communication. In addition, the DE Handbook/Strategic Plan ensures that faculty are knowledgeable about the federal regulations for DE programs. The DE Co-Coordinators have also done in-service training to familiarize faculty with the platform for DE courses, Blackboard, and closed captioning requirements and how to fulfill them.

Because DETAC and the DE Subcommittee have dual reporting responsibilities to the College Center Council and the Academic Senate, they inform constituent groups on campus about DE needs and changes to DE policies. The DE Co-Coordinators have also presented to the Student Success Committee on multiple occasions in order to discuss the progress of the DE policies and support needed for DE students as well as to review retention and success data for DE courses compared to traditional courses.



Faculty, staff, and administration regularly assess the effectiveness of DE courses and services along with traditional face-to-face classes in an integrated review of success and retention data, satisfaction surveys, student learning outcomes assessments, and Program Review. Each service or department investigates the efficacy of its courses and services and uses the available data to improve those courses and services.

The integration of DE and traditional courses and services ensures that processes for planning and assessment are consistent throughout the institution. Faculty identify and integrate fiscal, technical, and human resources needs for DE into the program review process, Action Plan Funding Requests, and Certificated Staffing Requests.

### **Standard II.A.: Instructional Programs**

As an integrated part of CCCC's programs and course offerings, DE courses help to meet the Center's mission of helping students successfully complete career/technical certificates, degrees, and transfer programs and to serve students of the community. CCCC holds all DE courses at CCCC, like face-to-face offerings, to high standards for quality.

Like traditional courses, the decision to offer a course in DE mode most often originates in department or discipline-specific meetings. Faculty may also review the DE Handbook/Strategic Plan for the DE Program and Course Development Process, which outlines the reasons faculty may choose to offer a course in DE mode and includes the Curriculum Committee's additional requirements. In addition to the usual curriculum process, faculty must complete an addendum to the course outline of record in order to offer a course entirely online or as a hybrid. The addendum includes a justification for offering a course in DE mode as well as the ways in which faculty will make regular effective contact with their DE students.

The DE Handbook/Strategic Plan defines regular effective contact in Appendix A. The policy directly quotes Title 5 regulations and the *Distance Education Guidelines for the California Community Colleges* and builds its guidelines from those sources. The DE Handbook/Strategic Plan defines regular effective contact as follows:

- Instructors will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. One example would be to provide students with an open-ended forum for questions about course assignments.
- Distance Education courses are considered the "virtual equivalent" to face-to-face courses. Therefore, the frequency of contact between instructor and students will be at least the same as would be established in a regular, face-to-face course
- A policy describing the frequency and timeliness of instructor initiated contact and instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course and/or a group e-mail that includes when the students can expect regular effective contact to resume. If the offline time results in a

lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.

The DE Handbook/Strategic Plan also defines faculty certification requirements for instructors who teach courses in DE mode. Administration may deem faculty as certified to teach in DE mode through either previous experiences or satisfactory completion of a recognized certificate program. The policy also notes that a new DE instructor must make his or her course available to the appropriate dean or department chair for review, and the instructor must make the course available to the appropriate supervisor during instructor evaluations. DE courses may also go under review if a student files a complaint and in the case of long-term faculty illness.

In order to verify DE students' identities and enforce academic honesty policies, students access DE courses through the Center's course management system, Blackboard, which requires a college-administered authentication process. The DE Handbook/Strategic Plan also requires instructors to assess students through a variety of methods, to monitor student activity and participation in the course, and to define academic honesty.

CCCC's Institutional Researcher provides faculty, staff, and administration with data on the success and retention rates for DE courses and students. The comparative data demonstrates that students in DE courses have comparable success and retention rates as students taking face-to-face equivalent courses. If the data reveals that there is a significant discrepancy between DE and face-to-face success and retention rates, then faculty from those disciplines work with the DE Co-Coordinator to re-evaluate the online offering or to improve the course delivery methods.

### **Standard II.B.: Student Support Services**

Distance education and traditional students benefit from comparable online student services. With the increase in online student services, students can avoid standing in long lines during peak registration periods and have access to these services if they are not able to make it to campus. Students can complete the college admission application online on California Community College Apply (CCCApply), which contains a section that allows students to identify their support needs. The Center may use this data to contact students and provide them with the appropriate information about the services requested. Students also attend an online orientation that provides students with the necessary information to prepare for a successful college experience. Other online services available to students include course registration utilizing WebAdvisor, online academic counseling (Live Help), counseling appointment scheduling through eSARS, and financial aid information on FAFSA.edu and WebAdvisor. Counselors are currently in the process of researching and eventually implementing an online student educational planning tool. Currently, they provide students who are taking all online classes and are not able to make it to campus with an SEP.

Follow-up student services are also available online. Students who are on probation can attend the online probation workshop that provides valuable information and intervention(s) to assist students in understanding what they need to do to succeed in the classroom. Most student follow-up activities utilize web-based technology with the Scheduling and Reporting System (SARS) Alert process that allows instructors to identify students who need assistance in succeeding in their coursework. Students can also conduct degree audits on WebAdvisor to determine what

courses they have completed or need to complete to earn their associates degree and/or certificate.

Student support services faculty and staff continuously update online services to meet students' needs and state legislation. They review online services as part of outcomes assessments and during the program review process in order to evaluate how well student support services meet students' needs. Many of the online services have student satisfaction surveys to allow students to contribute to the program and service improvement processes. Online services like the online orientation and probation workshops also have embedded quiz questions to demonstrate that students have retained and understood the information provided. Furthermore, the online counseling service Frequently Asked Questions (FAQ) has a tracking mechanism that lists the time and dates of student inquiries and can track response times. The Live Help component for online counseling records a transcript of all live asynchronous communications and has a reporting module that assists counselors in identifying periods of high demand for counseling services. This information allows counselors to adjust their schedules to better meet students' needs. From the data counselors have collected, students are generally satisfied with the online services provided.

Distance education and traditional education students work under equal policies and can equally access all student services and learning resources. Distance Education Technology Advisory Committee (DETAC) is currently discussing how to provide information in the catalog about to online instructional delivery. However, the CCCC website provides information on how to become a successful online student. Many instructors also utilize Blackboard as a means for continuous interaction between faculty and students. This platform serves as an access point for the majority of online instruction. Instructors post the course syllabus and outlines, course assignments, and instructor contact information for students. Instructional access to Blackboard is password protected. Blackboard also features a discussion board and e-mail communications module to maintain frequent interaction between instructor and student. Students can access the catalog on the CCCC website in electronic format and on campus in print format.

Admission policies and requirements for students enrolling in distance education courses are the same as enrolling in traditional programs. Course fees are the same and students do not incur any additional costs when taking distance education courses. All distance education students can access information regarding fees and/or financial obligations. The CCCC website, college catalog, schedule of courses, and all registration materials list fee information.

Opportunities for students to develop personal and intellectual attributes are available for distance education students as they are for traditional students. These opportunities also exist in their virtual classroom and are inherent in the student's learning experience. There are several campus committees that contribute to the dialogue that promote student involvement and encourage a positive learning environment. The Distance Education Technology Advisory Committee (DETAC) engages in continuous dialogue to determine what CCCC can do to promote a positive learning environment for distance education students. Some examples of the dialogues that occur include communication regarding on campus meetings for online courses, online instructional workshops, standard statements for online and hybrid courses in the schedule and on WebAdvisor, student e-mail accounts, distance education accessibility guidelines, student

tutorial for online courses, reviewing and updating the technology plan, and Blackboard upgrades.

District-wide discussions have occurred throughout the various campus committees: Distance Education Technology Advisory Committee, Information Systems (IS) Priority/Datatel Users Group, and the district Technology Coordinating Committee. The committee memberships have representatives from all levels of administration and faculty, and in Fall 2014, DETAC amended its operating agreement to include a student representative. Members engage in continuous dialogue in support of these services to ensure that these services are meeting student needs. The discussions focus on how to maintain and improve the quality and effectiveness of technology-based programs and services. Given the evolving and rapid change in technology, the Director of Technology continuously implements upgrades and improvements.

### **Standard II.C.: Library/Learning Support Services**

Library and learning support services are available to DE students using online resources. Both DE and traditional students make use of the library's extensive online resources, which include access to two academic e-book collections, 26 research databases, the district-wide online library catalog, a collection of selected and evaluated websites, tutorials and guides to finding and using information, forms for requesting books, media and library instruction sessions, and general information about library resources and services. Students can access the library's online catalog and databases from off campus by logging in with their student identification numbers. The librarian also offers Library Skills 1: Research Skills, a one-unit course on information competency, in DE format.

The CCCC Tutorial Center offers online access to handouts and on demand workshops through its Blackboard page, and synchronous online tutorial services will be available in Spring 2015 through CCCC Confer.

The library and Tutorial Center seek input from faculty, staff, and administration and assess and evaluate their services in the same manner as they do face-to-face services. The library seeks input through the Library Liaison Committee, and both the library and the Tutorial Center receive feedback from the Student Success Committee. The library and the Tutorial Center assess and evaluate services as part of student learning outcomes assessment and analysis and the program review process.

### **Standard III.A.: Human Resources**

Faculty who teach DE courses are subject to the same minimum qualifications as all other faculty. In addition, the Distance Education Handbook/Strategic Plan addresses the supplementary qualifications, such as prior experience or training, that faculty must meet in order to teach DE.

### **Standard III.B.: Physical Resources**

Although DE courses are not dependent on physical resources in the conventional sense, the Center does provide for physical and equipment needs for distance education. The equipment needs for distance education are addressed below.

### **Standard III.C.: Technology Resources**

The Distance Education Technology Advisory Committee reviews and assesses equipment and software applications that support distance education courses.

### **Standard III.D.: Financial Resources**

Faculty costs for teaching DE courses and programs, administrative costs for oversight of DE, and the associated technology resource needs are all fully integrated into the Center budget.

### **Standard IV.A.: Decision-Making Roles/Processes**

CCCC's governance processes assume DE courses and programs to be an integral part of the overall Center offerings.

### **Standard IV.B.: Board/Administrative Organization**

The Board of Trustees and the Campus President view DE programs, courses, and services as part of the fabric of the institution.

## **I. Responses to Previous Recommendations**

After a comprehensive visit in October 2011, the Center received a letter dated February 1, 2012 from ACCJC that indicated three areas that CCCC needed to address. This included one Eligibility Requirement, a Center recommendation, and a district recommendation. The Center submitted an Addendum to ACCJC addressing these areas on October 15, 2012. The Commission responded with a letter on March 6, 2013 that indicated the Center "has met all of the requirements of Candidacy and will not require state approval until the time it applies to the commission for Initial Accreditation." In the fall of 2013, the Center submitted its Needs Assessment Report to the California Community College Board of Governors for review and approval. In May 2014, the Center received state approval from the California Community College Board of Governors. [Evidence: 19, 20, 21, 22, 895]

As indicated above, the February 1, 2012 ACCJC Letter delineated three areas that the Center and the district needed to address (Eligibility Requirement, Center Recommendation, and District Recommendation). The Center addressed these issues in the October 15, 2012 Addendum that the Center submitted to the Commission. The Center received a letter on March 6, 2013 stating that the Center "has met all of the requirements of Candidacy" and directed the Center to seek state approval before applying for Initial Accreditation. These responses and further information can be found in the October 15, 2012 Addendum, Reedley College's Follow-Up Report. (Currently, Clovis Community College is still a center of Reedley College). In addition, an updated response to the District Recommendation #1 can be found in the Reedley College Mid-term Report that Reedley College submitted in October 2014. [Evidence: 19, 20, 21, 22, 23, 857, 895]

**Eligibility Requirement 4 – Chief Executive Officer: The institution has a chief executive officer appointment by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies.**

The Board of Trustees took action on March 6, 2012 to appoint Dr. Terry Kershaw as the Campus President of Willow International Community College Center (WICCC). [Evidence: 24, 25]

The Board of Trustees initiated a search for a new WICCC Campus President due to Dr. Kershaw’s retirement on June 30, 2012. After a national search, the Board named Deborah J. Ikeda as the new Willow International Community College Center Campus President at the June 5, 2012 Board of Trustees meeting. Campus President Ikeda’s full-time responsibility is to lead only the WICCC/CCCC, and she has the requisite authority to administer board policies. The ACCJC Commission approved the name change from WICCC to Clovis Community College Center in November 2014. President Ikeda reports directly to the SCCCDC Chancellor. The institution now meets this eligibility requirement. [Evidence: 26]

**Recommendation 1: In order to meet the Standards and to assure adequate quality, the team recommends that institutional functions currently housed at Reedley College and functioning on behalf of Willow International, be established at Willow International prior to its application for initial accreditation. The Center must develop its own processes related to the development and oversight of instructional programs, including an academic senate, curriculum committee, and the articulation function, and must develop its own processes for support of institutional planning and governance, such as program review and a Classified Senate. (Standards I.B.5, II.A, II.B.1, II.B.3.c, II.B.3.f, II.B.4, IV.A.2, IV.A.2.a)**

As stated in the recommendation above, the Commission indicated that the Center develop “its own processes” in order to meet the standards and function independently from Reedley College (where appropriate). The Center submitted an Addendum to ACCJC in October 2012 and received a letter dated on March 6, 2013 stating that the Center “has met all of the requirements of Candidacy.

The following table summarizes the Center’s progress since 2012:

Committee/Function	Summary of Progress	Supporting Documentation
<b>Academic Senate</b>	The Academic Senate is actively involved and works closely with the Center’s faculty and the other Academic Senate presidents in the district. The Academic Senate President meets monthly with the other presidents in the district to discuss district and legislative matters. The Academic Senate has updated its operating agreement and by-laws to reflect a stand-alone senate. The Center’s Academic Senate President is now a standing member on the Chancellor’s Communication Committee and sits with the other two AS presidents at	CCCC AS Meeting Agendas and Minutes Board of Trustees Agendas and Minutes Communication Council Agendas and Minutes Academic Senate Constitution and By-laws

	the Board of Trustees meetings. Academic Senate representatives also attend all regional and plenary meetings, as well as sit on State Academic Senate Committees.	
<b>Academic Standards Committee</b>	The Academic Standards Committee is a standing committee of the Center's Academic Senate. This committee reviews and revises the operating agreement each year to be sure that it meets the needs of students and the committee. The committee meets regularly to review student appeals. While agendas and minutes can be provided, they are not public due to student confidentiality.	Operating Agreement Committee agendas and minutes, if requested
<b>Articulation</b>	During the 2013-2014 year, the Center appointed a part-time counselor to the sole duty of Articulation Officer (AO) for the Center. The Duties and Responsibilities have been defined and the current AO has attended multiple training workshops and conferences related to articulation. In addition, the Curriculum Committee added this position as a standing member of the committee. The Center's Articulation Officer works very closely with the Articulation Officer from Reedley College and also attends all of the Reedley College Curriculum Committee meetings. The AO also works closely with faculty in establishing C-IDs and ADTs. The Center's Articulation Officer also attends the district-wide pre-Educational Coordination and Planning Committee (pre-ECPC) and ECPC to review curriculum submitted by all campuses for review before submitting to the Board of Trustees.	Articulation Officer Duties and Responsibilities Curriculum Committee Operating Agreement Curriculum Committee Agendas and Minutes Reedley College Curriculum Committee Agenda and Minutes Travel & Conference Forms with conference agendas ADT and C-ID spreadsheets
<b>Equivalency Committee</b>	The Equivalency Committee continues to meet on an as-needed basis and is a sub-committee of the Center's Academic Senate. The committee continues to review and modify the operating agreement as needed. For the 2013-2014 academic year, the committee focused on reviewing equivalency forms and developing a	Equivalency Operating Agreement Committee Agenda and Minutes Equivalency Petition Equivalency Checklist

	<p>checklist for petitioners to ease their way through the process. In Spring and Summer 2014, the committee approved one petition and denied one petition. In Fall 2014, the committee has approved two petitions</p>	
<b>Program Review</b>	<p>The Program Review/Student Learning Outcomes Committee has met on a regular basis since Fall 2012. The PR/SLO Committee adapted the Reedley College Program Review Handbook to use for the remainder of the five-year cycle of program reviews (Cycle 3) which ended Fall 2014. The Center began a new cycle of program review (Cycle 4) with a new handbook Fall 2014. All programs (instructional and non-instructional) will complete comprehensive reviews over the next five years on a schedule specified in the Cycle 4 handbook. The Cycle 4 handbook includes a schedule on which CTE programs will complete legally mandated supplemental reviews every two years. In addition to a comprehensive Program Review every five years, all programs submit an annual PR/SLO Progress Report to review and analyze the results of SLO assessment and progress toward achievement of the goals articulated in their Program Reviews. The program review process continues to focus reflection, improvement, data-driven decisions, and integrated planning.</p>	<p>PR/SLO Operating Agreement  Link to Program Review  BlackBoard Site  Program Review Cycle 3 Handbook  Program Review Cycle 4 Handbook  PR/SLO Committee Agendas and Minutes  Annual PR/SLO Progress Report Template  2012-2013 Annual PR Report to College Center Council  2013-2014 Annual PR Report to College Center Council  College Center Council Agenda and Minutes</p>
<b>Student Learning Outcomes</b>	<p>The Program Review/Student Learning Outcomes Committee continues to meet on a regular basis to review the assessment and timelines for student learning outcomes. During the 2013-2014 year, the Student Learning Outcomes Coordinator grouped all academic disciplines into four SLO “areas” and meets with the faculty from these areas to discuss their assessments and timelines. In addition, the SLO Coordinator also meets with other non-instructional departments to discuss the program outcomes for their areas. In addition, the SLO Coordinator gives</p>	<p>PR/SLO Operating Agreement  Link to SLO  BlackBoard website  PR/SLO Committee Agendas and Minutes  Annual PR/SLO Progress Report Template  2013-2012 Annual SLO Report to College Center Council  College Center Council Agendas and Minutes</p>



	regular updates during the College Center Council meetings and at every Duty Day event.	SLO “areas”, agendas discussion items
<b>Classified Senate</b>	The Classified Senate is a very active committee and meets on a regular basis. They are involved with many campus activities such as Veteran’s Day and Roctoberfest. The Classified Senate provides representation for classified staff on district and campus committees. They also engage in at least two campus-wide fundraising event each year. Just this past Halloween, they raised over \$600 for the Classified Senate. The Classified Senate uses these funds to support classified employees in areas such as staff development, staff enrichment, and charitable contributions to students and the campus community.	Classified Staff Operating Agreement Classified Agendas and Minutes Classified email about Halloween Fundraiser
<b>Curriculum Committee</b>	The Curriculum Committee, a sub-committee of the Academic Senate, has been very active. As the Center transitions from center to college status, the Curriculum Committee developed a Curriculum Handbook for the Center that the Academic Senate approved. In addition, the committee reviewed and modified the operating agreement to fit the needs of the committee. An example was adding the Articulation Officer and Curriculum Analyst as standing members. The Curriculum Committee Chair, Curriculum Analyst, and administration attend the Curriculum Institute every summer, which is very helpful as the Center starts to establish an independent Curriculum Committee. In addition, the Center is working with CurricUNET to establish an independent curriculum system from Reedley College. However, the Reedley College Curriculum Committee continues to approve all curricula until the Center reaches college status.	Curriculum Committee Operating Agreement Curriculum Committee Agendas and Meeting Minutes Curriculum Committee Handbook Calendar invites with CurricUNET representatives Proposed Course and Program Spreadsheet for Clovis Community College

The following committees continue operate as committees to promote the success of the Center. These committees meet regularly and update their operating agreements as necessary. When

necessary, the committees may submit agenda items to the College Center Council or to the Campus President to address matters discussed by the committee.

These campus committees are as follows:

- Accreditation Steering Committee
- Campus President’s Cabinet
- Commencement Committee
- Community College Center Advantage Program
- Department Chairs Committee
- Enrollment Management Committee
- Environmental Health and Safety Committee / Facilities
- Honors Program Advisor Committee
- Literary Art Journal
- Scholarship Committee
- Staff Development Committee
- Strategic Planning Committee
- Student Success Committee
- Distance Education and Technology Advisory Committee

**District Recommendation 1: In order for the colleges and district to fully meet the intent of the previous recommendation, the State Center Community College District (SCCCD) must engage in continuous, timely, and deliberative dialogue with all district stakeholders to coordinate long-term planning and examine the impact of the planned increase in the number of colleges and the future roles of the centers on the existing institutions. This includes creating, developing and aligning district and college plans and planning processes in the following areas:**

- District strategic plan
- Facilities
- Technology
- Organizational reporting relationship of centers
- Location of signature programs
- Funding allocation
- Human resources
- Research capacity

(Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, III.A.2, III.A.6, III.B.1.a, III.B.2.b, III.C.2, III.D.1, IV.A.5, IV.B.3.a, IV.B.3.c)

#### Introduction

In October 2011, Fresno City College, Reedley College, and Clovis Community College Center (CCCC) had comprehensive site visits for reaffirmation and candidacy status for CCCC. At its January 2012 meeting, the Accrediting Commission took action to place Fresno City College and Reedley College on “Warning.” In February 2012, both colleges received letters indicating “Warning” status with notice to correct the deficiencies and submit Follow-Up Reports by

October 2012. On October 15, 2012, both colleges submitted Follow-Up Reports along with an Addendum from the Center to the Commission to demonstrate that the institutions had met the district and college recommendations. The reports detailed the district's and Center's actions and processes implemented in order to meet the Standards. ACCJC representatives also visited both colleges in November 2012. ACCJC interviewed several CCCC representatives as part of this process. As a result of the colleges' response to the recommendations, in February 2013 the ACCJC acted to remove the "Warning" and reaffirm accreditation for Fresno City College and Reedley College. Again, on October 15, 2013, both colleges submitted Follow-Up Reports to the Commission to demonstrate that the institutions had continued to address the recommendations and meet the Standards, and Reedley College had an additional site visit in November 2013. In February 2014, Fresno City College and Reedley College received letters from the Commission confirming that both colleges have met the district and college recommendations. [Evidence: [850](#), [851](#), [852](#), [853](#), [854](#), [855](#), [856](#), [857](#), [858](#), [859](#)]

State Center Community College District is at the forefront of district-wide coordination and planning efforts. In order to provide background and recommendations for implementation to the interim Chancellor the district conducted a District-wide Documents Review Retreat. Retreat participants assessed the usefulness of resource documents and have made recommendations for implementation to the Interim Chancellor. The following section of the Midterm Report details district activities related to District Recommendation 1 since the October 15, 2013 Follow-Up Reports. [Evidence: [860](#)]

#### District Strategic Plan

As detailed in the 2013 Follow-Up Reports, the Board of Trustees, the district and its colleges and centers have approved and implemented the 2012-2016 State Center Community College District (SCCCD) Strategic Plan and the colleges' and centers' aligned campus-level 2013-2017 Strategic Plans. Since the October 15, 2013 Follow-Up Reports, the district and each campus have finalized and implemented several components of the district and campus Strategic Plans. The District Strategic Planning Committee (DSPC) continues to provide ongoing oversight of the 2012-2016 SCCC Strategic Plan and met several times in Fall 2013 to finalize the scorecard assessment for the Strategic Plan Annual Report and a draft glossary of planning terms. DSPC continued to meet on a monthly basis in Spring 2014. The committee worked with the colleges, centers, and district office to assess progress on the second year of the 2012-2016 SCCC Strategic Plan. In October 2013, the Vice Chancellor of Educational Services and Institutional Effectiveness presented a Strategic Plan Annual Assessment to the Board of Trustees, as well as a scorecard in Spring 2014. These reports updated the Board and campus constituencies on the status of the Strategic Plan goals and objectives. In Summer 2014, institutional research updated the Strategic Plan Annual Assessment based on Fall 2012-Fall 2013 data. In Fall 2014, DSPC met to finalize the second year Strategic Plan evaluation. The Vice Chancellor of Educational Services and Institutional Effectiveness presented the annual evaluation to the Board on October 7, 2014. DSPC will continue to meet to oversee implementation of the District Strategic Plan. [Evidence: ([856](#), [857](#), [861](#), [862](#), [863](#), [864](#), [865](#), [866](#), [867](#), [868](#), [869](#), [870](#), [871](#), [872](#), [874](#), [896](#), [923](#), [924](#), [925](#))]

In December 2013, the Board of Trustees approved the District Integrated Planning Model and Manual. The district developed the planning model and manual to identify ways constituent

groups contribute to district-level long- and short-term planning, as well as provide an overview of the planning process and timeline for each component in the model. [Evidence: [875](#), [876](#)]

To ensure district-wide understanding of integrated planning, thirty-three faculty, staff, and administrators who are actively engaged in district and campus-level planning completed the Society for College and University Planning (SCUP) training in Spring and Fall 2013. [Evidence: [877](#)]

As discussed in the 2013 Follow-Up Reports, the District Office participates in the District Office Administrative Services Unit Review (ASUR) to facilitate continued improvement and planning toward meeting the district mission, goals and objectives. The Liaison for District-wide Strategic and Integrated Planning presented status updates on ASUR to Chancellor's Cabinet in August 2013 and the Board of Trustees in November 2013. As of Spring 2014, fourteen district offices have completed ASUR and received recommendations and commendations from the Response Team. The Response Team continues to meet to review the ASUR reports. [Evidence: [852](#), [853](#), [878](#), [879](#), [880](#), [881](#)]

Developed in Fall 2013, the Director of Grants and External Funding implemented the District-wide Grants Process Taskforce to establish a district-wide process for initiating grant applications. District-wide constituent groups reviewed the grant process, and Chancellor's Cabinet approved it in February 2014. It is scheduled for implementation in Fall 2014. [Evidence: [882](#), [883](#), [884](#)]

In addition to the district-wide strategic planning committees, the Enrollment Management Taskforce (EMT) and the District Decision-Making Taskforce (DDMT) further district-wide planning efforts. [Evidence: [885](#), [886](#)]

In Spring 2013, the Vice Chancellor of Educational Services and Institutional Effectiveness developed the Enrollment Management Taskforce to define enrollment management, assess and recommend district-wide policies and procedures affecting enrollment management, and develop a district-wide Strategic Enrollment Management Plan to support student success. In December 2013, the Enrollment Management Taskforce presented an Enrollment Priorities Draft to Chancellor's Cabinet and the Board of Trustees, and the Chancellor's Cabinet subsequently approved and implemented the draft in May 2014. In Fall 2014, the Enrollment Management Taskforce will develop an Enrollment Management Plan to be completed December 2014. It is anticipated the taskforce will transition to a standing committee during Spring 2015. [Evidence: [875](#), [887](#), [888](#), [919](#)]

In Spring 2012, the District Decision-Making Taskforce (DDMT) developed the 2013 Decision-Making Resource Manual. The manual describes how the district makes decisions in order to improve district-wide communication and trust. [Evidence: [889](#)]

### Facilities

The Facilities Master Plan includes district-wide projects and priorities for implementation to guide the annual five-year construction plan and the upcoming 2016 bond measure. These are the priorities as the district works toward securing local and state funding. The District-wide Facilities Planning Committee continues to meet to discuss implementation of the Facilities Master Plan and communicate with constituent groups. [Evidence: [890](#), [891](#), [922](#)]

## Technology

The district has achieved a significant level of planning in the area of technology, including the Technology Taskforce, the District-wide Technology Committee Operating Agreement, the SCCC Strategic Information Technology Plan, Technology Visioning, District-wide Technology Summit, and a confidential Information Technology (IT) Security Assessment and IT Staff and Organization Assessment.

As indicated in the 2013 Follow-Up Reports, the district has made significant progress in the area of district-wide technology planning. In Fall 2013, the colleges' and CCCC's academic senates approved the District Technology Committee Operating Agreement. [Evidence: [856](#), [857](#), [873](#)]

In October 2013, a CampusWorks representative provided a comprehensive report on technology to the Board of Trustees. The Board approved the Technology Visioning Statement presented by CampusWorks and the Vice Chancellor of Educational Services and Institutional Effectiveness to guide the development of a District Technology Plan. The Technology Taskforce has worked continuously to finalize the SCCC Strategic Information Technology Plan. In January 2014, district-wide constituent groups reviewed a draft plan. In February 2014, CampusWorks facilitated district-wide open forums to receive feedback and revise the draft plan. In Spring 2014, the Communications Council reviewed a final draft. The review process will continue with 2014-2015 implementation. [Evidence: [896](#), [897](#), [898](#), [899](#), [900](#), [920](#), [921](#)]

In November 2013, CampusWorks also conducted an Information Technology (IT) security assessment and an IT staff and organizational assessment. In December 2013, CampusWorks provided an update to Chancellor's Cabinet. The assessment provided recommendations for district improvement in securing data, information, and systems. The IT Staff and Organization Assessment provided recommendations in the areas of organizational structure, staff readiness, and staffing allocation. On June 3, 2014, as a result of a recommendation to provide district-wide information services, the Board of Trustees approved a new position and classification specification for Assistant to the Chancellor, Enrollment Management, Admissions, Records, and Information Services. The assessments informed the development of the district-wide technology and technology staffing plans. [Evidence: [887](#), [901](#)]

## Organizational Reporting Relationship of Centers

ACCJC granted Clovis Community College Center (CCCC) Candidacy status effective March 6, 2013. ACCJC sent a follow-up letter on April 4, 2013 requiring CCCC to "align the Governance Structure of the State Center Community College District to reflect the Center's status." To finalize the CCCC organizational reporting structure, on July 2, 2013, the Board of Trustees aligned the governance structure of the State Center Community College District to reflect the reporting status of CCCC. The CCCC Campus President reports directly to the Chancellor and indirectly to the Reedley College President. Additionally, in Fall 2013, the Board of Trustees approved a Needs Assessment for CCCC and adopted a resolution in support of the transition of CCCC towards college status as Clovis Community College within a multi-college district. [Evidence: [892](#), [893](#), [894](#), [895](#), [896](#), [902](#), [903](#), [904](#)]

### Location of Signature Programs

In Fall 2013, the Signature Programs Taskforce developed a district-wide signature program definition and program application process. Chancellor's Cabinet and Communications Council reviewed the definition and application template and forwarded it to constituent groups for review and feedback. [Evidence: [905](#), [906](#), [907](#), [908](#)]

### Funding Allocation

The October 2013 Follow-Up Reports discussed the collaborative process implemented to develop a district-wide resource allocation model. In Fall 2013, the District-wide Budget and Resource Allocation Advisory Committee (DBRAAC) and constituent groups approved the model. In January 2014, the Board of Trustees approved the model to be implemented in the 2014-2015 fiscal year. [Evidence: [856](#), [857](#), [909](#), [910](#), [911](#)]

In May 2014, under the guidance and direction of the Interim Chancellor, the resource allocation model was modified because the adopted model did not provide stable and sufficient funding in future years of the plan and as such did not sufficiently fund the campuses. The modified model provides for base funding equal to last year's allocation plus additional funds to cover new costs. Remaining funds available are funded to the campuses on an FTES basis. The Interim Chancellor presented the modified model to DBRAAC, which approved it by acclamation. SCCCD campus groups, including the CCCC College Center Council, will evaluate the model during the 2014-2015 fiscal year using the district's planning process that incorporates data-driven reflection and revisions when necessary. The campus presidents also presented it to their constituent groups. In September 2014, the Board of Trustees approved it with the adopted budget and implemented it in the 2014-2015 fiscal year. [Evidence: [912](#), [913](#), [926](#)]

### Human Resources

As outlined in the 2013 Follow-Up Reports, the Chancellor charged Human Resources Staffing Plan Taskforce to engage in district-wide collaboration to recommend a Human Resources Staffing Plan to Chancellor's Cabinet. The Staffing Plan will ensure that the district allocates sufficient staffing resources for the effective operations of the colleges, centers, sites, and district office/centralized services. Additionally, the plan will integrate district-wide Human Resource Staffing Plans and resource allocation decisions with other planning processes within the district. [Evidence: [856](#), [857](#)]

The Human Resources Taskforce met throughout the 2013-2014 academic year. In Spring 2014, Chancellor's Cabinet, Communications Council, and the constituent groups reviewed the draft Human Resources Staffing Plan and provided recommendations to the taskforce. Those groups then reviewed a revised plan in Spring 2014. The final plan went to the Board of Trustees for a first reading in September, 2014, and the Board approved the Human Resources Staffing Plan at their October 7, 2014 Board Meeting. [Evidence: [898](#), [914](#), [915](#), [916](#), [917](#), [926](#)]

### Research Capacity

Comprised of college and district researchers, the District Research Workgroup continues to meet to focus on providing district-wide research to support student success. To increase research capacity, since Fall 2013, the district hired two full-time research coordinators and two full-time and one part-time research assistants to assist with district-wide research needs. The workgroup's effort is focused on providing district-wide data to support planning and decision-

making to improve the quality and effectiveness of programs and services. In Summer 2014, institutional research updated the Scorecard and the Strategic Plan Annual Assessment based on Fall 2012-Fall 2013 data. [Evidence: [918, 924](#)]

### Conclusion

In accordance with established timelines and through collaborative and ongoing dialogue, district and colleges continue to implement and assess their planning processes on an ongoing basis. The colleges' and CCCC's 2013-2017 Strategic Plans align with the district's 2012-2016 Strategic Plan; the colleges and CCCC implemented their Strategic Plans in Fall 2013. Ongoing dialogue also leads to the successful organizational reporting relationship of centers.

Scheduled evaluation and planning processes are in place to ensure that district-wide dialogue continues, plans and that the colleges, CCCC, and the district align, implement, and assess their processes. The colleges, centers, and district design these structures to ensure that the district, colleges, and centers maintain a culture of dialogue, long-term planning, systematic cycles of evaluation, and continuous quality improvement.

# Abstract

# Abstract



## Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.



## Abstract

### **Standard I: Institutional Mission and Effectiveness**

#### A. Mission

The institution revisited the mission statement, vision, and core values during Spring 2013 by gaining input and feedback at a charrette that included faculty, staff, students, administration, district representatives, and community and business partners. In addition, CCCC's faculty, staff, and administration utilized the recently-modified district mission and vision statements in developing its own revised mission and vision statement. The Vice President of Instruction and Student Services shares all of the feedback from the charrette with the Student Success Committee for analysis and review. The Student Success Committee, using the district mission and vision statements, along with feedback from the charrette, revised the CCCC mission and vision statements. The Student Success Committee also incorporated the core values into the mission statement to ensure these values remain a significant part of the Center's culture. The Student Success Committee then sent the revised mission and vision statements to the College Center Council for review, distribution to constituency groups, and approval. The Board of Trustees approved the CCCC mission and vision statements in July 2013. In addition, every committee reviews the mission and vision statement at the beginning of every academic year to ensure that both still meet the needs of students and the campus. [Evidence: 27, 28, 29]

#### B. Improving Institutional Effectiveness

CCCC is committed to ongoing improvement of student learning and institutional processes. The dialogue to improve student learning is centered on data-driven processes and takes place in all Center committees. The Center has established an "Continual Improvement-Collaborative Decision Making Process" to ensure that it fulfills its mission and that the Center maximizes student learning outcomes. The process includes evaluation, integrated planning, resource allocation, implementation, re-evaluation, and improvement. Central to the success of this participatory governance model is dialogue and communication. This ongoing process is accomplished through Center committees, workshops, and electronic and paper communications.

The College Center Council oversees the Collaborative Decision Making Process. The College Center Council is the representative governance group of the Center. All major recommendations from committees flow through the College Center Council. The College Center Council is responsible for accepting both the five-year comprehensive Program Review reports as well as Program Review/SLO Annual Progress Reports. The College Center Council is also responsible for integrated planning of the Center's activities. The annual planning processes, including program review, Educational Master Plan, operational plans, and resource allocation, are all integrated through Strategic Plan Priorities and the Strategic Plan Assessment Matrix. The College Center Council's role is to assess and improve upon the existing process of evaluation, planning, and improvement for CCCC with an emphasis on the strategic planning and implementation processes. [Evidence: 30, 31]

#### Actionable Improvement Plans:

- The institution will improve its ability to monitor, assess, and track data for Program Review, student learning outcome assessments, and institutional planning by implementing the use of TracDat, a strategic planning software system.

## **Standard II: Student Learning Programs and Services**

### **A. Instructional Programs**

CCCC offers high-quality instructional programs culminating in Certificates and Associate Degrees, employment, and transfer to baccalaureate degree-granting institutions. The Center systematically reviews and evaluates the quality of courses and programs through the student learning outcome and program review evaluation processes. Faculty, staff, and administrators complete comprehensive Program Reviews every five years and complement them with annual program review and student learning outcome progress updates. In addition, the student learning outcomes assessment and improvement process have been universally adopted by Center faculty and staff in the Program Review/SLO Annual Progress Report that all departments submit.

CCCC uses a variety of teaching methodologies to meet the varied needs of students. This includes face-to-face, online, and hybrid (combination of online and traditional face-to-face) delivery methods of instruction. The student learning outcomes of a course must be the same regardless of the delivery method. Faculty evaluate classes in distance education mode in the same way as they evaluate all other classes. Peers, administration, and students evaluate instructors according to the normal evaluation cycle as delineated in the contract. Faculty must update all course curricula every five years at a minimum as a result of the program review and/or the SLO processes.

CCCC awards units of credit, degrees, and certificates according to fixed criteria that are recorded on course outlines, syllabi, and in the college catalog. Course syllabi include student learning outcomes, evaluation methods, and grading standards. Board policy and the college catalog clearly define institutional standards of scholarship, expectations for student honesty, and faculty conduct.

#### **Actionable Improvement Plans:**

- CCCC will develop and implement a process to establish independent curriculum for Clovis Community College with the State Chancellor's Office, and by using Datatel/Ellucian and CurricUNET.
- To further improve efficiency, the Distance Education and Technology Advisory Committee will continue to review and analyze data on distance education to improve retention and success rates in distance education courses.

### **B. Student Support Services**

CCCC provides the full range of student support services as tools to directly support the many goals of the mission that includes student access, student learning, and student completion. The Reedley College catalog contains a comprehensive list of support services and programs. The CCCC website contains the locations, phone numbers, and hours of operation of support services. In addition, most student support services programs distribute brochures and other written materials specific to their programs while maintaining their individual websites. The matriculation/student support and success program at CCCC provides a comprehensive assessment of students' needs and corresponding services, including the application for admission, orientation, assessment, financial assistance, academic counseling/student educational planning, registration, and follow-up activities, in both face-to-face and online formats.

#### **Actionable Improvement Plans:**

- Develop a systematic catalog review process.

- To improve access and delivery of placement services, the Center will assist in planning and implementation of a common assessment tool as part of the state-wide Common Assessment Initiative.
- To improve access and delivery of student advising services, the Center will assist in planning and implementation of an electronic student educational planning tool as part of the state-wide SEP Initiative.

### C. Library and Learning Support Services

CCCC has a library, Tutorial Center, and open computer lab. The CCCC library has 11,800 circulating and reference print sources, 612 media items, 40,000 full-text fiction and nonfiction e-books, 25 subscription databases, and two-day turn around access to the holdings of 125,000 print books from Reedley College, Fresno City College, and the Madera Center. There is one State Center Community College District library catalog that all the centers and colleges in the district use. CCCC students have access to the entire district catalog of print resources. In addition, free wireless internet access is available on campus and free computer access is provided in the library and open computer lab. Free tutorial services are available in a variety of subjects, including chemistry, engineering, information systems, math, physics, psychology, Spanish, and writing.

The collection development process includes input from the faculty library liaison committee and from any faculty member who perceives a need for specific library resources. Twenty-four access is available to the online catalog and databases and ADA compliant workstations are also available. CCCC has given the librarian significant additional fiscal resources to build the collection of the new library.

Actionable Improvement Plans:

- The Tutorial Center will develop online tutorial services for distance education students.

## **Standard III: Resources**

### A. Human Resources

CCCC is committed to hiring the best qualified faculty and staff available. The Center follows the district hiring processes and provides training to all employees who serve on hiring committees. The Center utilizes a Staffing Plan to prioritize the hiring of faculty, classified, and administrative positions. State Center Community College District (SCCCD) is a Merit System District; therefore, a Classified Personnel Director who reports to the SCCC District Personnel Commission coordinates the hiring of classified professionals. All employees must meet the minimum qualifications required for the positions they hold.

Appropriate supervisors evaluate all employees on a regular basis in accordance with board policy and contractual requirements. All Center staff uphold the written codes of professional ethics as outlined in board policy. The recently approved full- and part-time certificated contracts include professional responsibilities to maintain ethical standards in accordance with American Association of University Professors ethical standards statement.

The Center is committed to exploring strategies to increase the diversity of applicant pools and ultimately hiring a workforce that is reflective of the students and communities CCCC serves.

#### Actionable Improvement Plans:

- As CCCC hires more faculty, faculty and administration will continue to work with the district Human Resources Office to increase the diversity of applicant pools to better reflect the demographics of CCCC students and the community.

#### B. Physical Resources

CCCC first opened in Fall 2007 after completion of the first 80,000 square foot Academic Center building (AC1). A child development center, cafeteria, bookstore, and maintenance plant became operational between Fall 2007 and Spring 2008. The campus doubled in size with the opening of a new 80,000 square foot Academic Center building (AC2) in Fall 2010. As in the initial planning stages for the new campus, current planning for campus physical resources focuses on actions that best support the mission and are consistent with the Strategic Plan and Educational Master Plan. Faculty and staff at all levels participated in collaborative planning for these new campus facilities. The campus utilized the Strategic Plan and program review processes as well as participation on important oversight committees, including the College Center Council, in order to ensure that safe and sufficient physical resources are available to support and assist in the continuous improvement of college programs and services. CCCC also rents a swimming pool from Clovis Unified School District. The pool is located at Clovis North High School, which is directly across the street from CCCC, and is used for CCCC physical education classes.

Faculty and staff contributed to the design of CCCC facilities to ensure the most efficient and effective instructional and student service program space. The entire campus is wireless and includes 50 classrooms including lecture, library, an approximately 88-station open computer lab, café, bookstore, allied health and sciences laboratories, fitness lab, dance studio, student services, tutorial center, assessment center, art studio, and multi-media graphics lab.

#### Actionable Improvement Plans:

- The State Center Community College District Board of Trustees is considering placing a bond measure on the ballot for the November 2016 election. If this measure passes, Clovis Community College Center has as its first priority to build a Career Technical Education Facility.

#### C. Technology Resources

The opening of new facilities starting in Fall 2007 provided Clovis Community College Center state-of-the-art technology for all programs. This technology includes an infrastructure that will easily grow with the campus: multiple video conferencing rooms, three full video conferencing classrooms, an 88-station open computer lab that includes Mac and PC stations, a 35-station MAC dual processor computer lab (multimedia graphics lab) with 30-inch monitors for the graphic art classes, and the latest in student services technology software. The video conferencing meeting rooms allow for CCCC faculty to participate in district-wide meetings.

The campus has a Distance Education and Technology Advisory Committee that is responsible for developing and implementing the Technology Plan and aligning it to the District-wide Technology Plan. The district has an Information Systems Priority Committee to develop priorities for administrative computing projects in Datatel.

#### Actionable Improvement Plans:

- The Distance Education and Technology Advisory Committee will review and revise the Distance Education Handbook/Strategic Plan in order to better meet the needs of distance education students and faculty.

#### D. Financial Resources

CCCC uses a budgeting process that is integrally linked to planning and Program Review. The budgeting process includes the use of Action Plan Funding Requests that Program Review recommendations, Strategic Plan initiatives, Program Review/Student Learning Outcome Annual Reports, and/or recommendations coming from other standing committees drive.

Financial planning for the district sites starts with funding projections that the district's Vice Chancellor of Finance and Administration makes. Based on information current at the time, the Vice Chancellor of Finance and Administration combines an estimate of state revenue with an estimate of miscellaneous revenue in order to determine the total allocation available for district distribution to all sites. The district gives each site its base allocation from the prior year and then allocates step increases, COLA, benefits, and other increases. The district adds allocations for new staffing at each site and allocates the remaining funds based on FTES. At the Center level, emphasis is on linking financial planning to funding programs and services that are congruent with the achievement of Strategic Plan goals and objectives. These goals directly support the Center's mission and the College Center Council develops them through integrated planning processes including the Educational Master Plan, Strategic Plan, Staffing Plan, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Technology Plan, Program Review recommendations, and College Center Council Action Plan Funding Request recommendations. Through a collaborative decision-making process, constituents evaluate and prioritize requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements.

The district has received unqualified audits for a number of years as performed by an independent auditor. The reserves for the district for the last several years have been above 25 percent and this has helped to maintain fiscal stability when the state allocations have been late. The District Budget Resource Allocation Advisory Committee is working on adjustments to our current district resource allocation model to ensure all colleges and centers have the fiscal resources necessary to carry out their missions.

#### Actionable Improvement Plans:

- As funding increases at CCCC as a result of expected increased growth, deans will share the responsibility with the department chairs for monitoring departmental budgets. When this occurs, business office staff will provide budget training to the department chairs.

### **Standard IV: Leadership and Governance**

#### A. Decision-Making Roles and Processes

CCCC staff and students are committed to a culture that leads to institutional excellence. Open communication and collaboration in a collegial environment is integral in the decision-making process. Administrators have held open forums on various topics including accreditation and the budget to answer questions, address concerns, and discuss issues and possible options. The Academic Senate, Classified Senate, and the Associated Student Government have a strong voice in the improvement of

programs and services to improve student learning. CCCC seeks to improve processes annually through strategic planning, Program Review, and assessment of student learning outcomes.

**B. Board and Administrative Organization**

An independent body of seven elected members, in staggered terms, representing seven different geographical areas, composes the State Center Community College District Board of Trustees. Constituents of geographical areas in which members reside elect Board members as opposed to an election on an at-large basis. The Board of Trustees has developed a set of Board Policies which reflect the mission, vision, and core values of the district. The Center's mission reflects the mission of the district. The Board has adopted policies to ensure they provide fiscal oversight and this includes receiving a district financial status report on a quarterly basis. An independent auditing firm conducts an annual audit and presents findings to the Board for review and action. The Board has a comprehensive trustee orientation and board development program. The Board regularly evaluates the Chancellor and conducts a self-evaluation annually.

**Actionable Improvement Plans:**

- The Board of Trustees will follow Board Policy 2431 in hiring a permanent Chancellor for the district.

# Organization

## Organization of the Self-Evaluation



### Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

## **Organization for the Clovis Self Evaluation**

Clovis Community College Center developed an organization process and timeline in completing the Center's Self-Evaluation Report that provided the opportunity for all faculty, staff, students, and administrators to participate in the process, utilizing technology to facilitate writing, editing, and communication. The Campus President of the Clovis Community College Center, Ms. Deborah Ikeda, appointed Ms. Kelly Fowler, Vice President of Instruction and Student Services, to be the Accreditation Liaison Officer for the self-evaluation process. Ms. Ikeda, in consultation with the Academic Senate President, asked Mr. Christopher Graves, a math/engineering faculty member, to serve as the faculty co-chair. Ms. Leslie Ratá, the Administrative Assistant to the Vice President of Instruction and Student Services, serves as the classified co-chair. In addition, Ms. Jennifer Simonson, an English faculty, is serving as the editor/writer during the final stages of the process. Since the Center had recently completed a comprehensive visit, the majority of committees maintained their composition throughout this process. When the Center hired new faculty, staff, and administrators, they joined a standard committee. As a result, every full-time faculty member, staff, and administrator is a part of at least one standard committee.

All of the standard co-chairs from each standard, including the ALO and the editor/writer, compose the Accreditation Steering Committee, which is led by the Accreditation Steering Committee Co-Chairs. Each standard sub-committee committee (representing Standard I, Standard IIA, Standard IIB, Standard IIC, Standard IIIA, Standard IIIB, Standard IIIC, Standard IIID, and Standard IV) each have an administrator, classified staff, and faculty co-chair leading the writing of the Self-Evaluation Report. All full-time faculty, staff, and administrators at Clovis Community College Center work on one of the committees demonstrating full support of the Initial Accreditation process. The exception is Child Development staff, which includes Early Childhood Education Specialists and Instructional Aides. It is challenging for them to actively participate on an accreditation sub-committee since the children are their top priority and it is challenging to schedule meetings when they are not with the children. Compromising the child to staff ratio is in violation of the administrations' commitment to the CDC and could put the CDC out of compliance with licensing requirements.

The Accreditation Steering Committee met monthly during the Fall 2013 semester and then approximately once a month during the Spring 2014 semester in review of the Self-Evaluation Report process. The Accreditation Steering Committee reviewed drafts of each standard throughout Fall 2014 with a comprehensive review of the entire report at the December 5, 2014 Steering Committee Meeting. To ensure campus review of the entire Self-Evaluation Report, the ALO collected feedback during the December 5, 2014 meeting in which she invited the entire campus to provide input and feedback. In December 2014, the Academic Senate, Associated Student Government, and the Classified Association also reviewed the Self-Evaluation Report and provided feedback. The ALO, co-chairs, and editor reviewed and incorporated feedback and comments from these committees into the final drafts of the Center's Self-Evaluation Report. The Board of Trustees reviewed the draft of the Self Evaluation Report at the December 9, 2014 Board Meeting and approved the report at the January 13, 2015 Board Meeting.

In addition to campus and district-wide opportunities for feedback, the Center also posted an advertisement in the Clovis Round-Up encouraging the community to provide feedback and



input regarding the Self Evaluation Report. Community members could provide feedback by visiting the ClovisCenter.com website and entering comments under the Accreditation tab. The ALO collected, reviewed, and incorporated this feedback into the final document that the Campus President presented at the January 13, 2015 Board of Trustees meeting.

**ACCREDITATION STEERING COMMITTEE  
Membership**

<b>Standard</b>	<b>Name</b>	<b>Position</b>
<b>Self-Evaluation Co-Chair</b>	Kelly Fowler	Administration, Vice President of Instruction and Student Services
<b>Self-Evaluation Co-Chair</b>	Chris Glaves	Faculty, Engineering
<b>Self-Evaluation Co-Chair</b>	Leslie Ratá	Classified Staff, Administrative Assistant to the Vice President of Instruction and Student Services, Classified Senate President
<b>Self-Evaluation Editor/Writer</b>	Jennifer Simonson	Faculty, English
<b>Data and Research</b>	Michelle Johnson	Institutional Researcher
<b>Standard I Co-Chair</b>	Kelly Fowler	Administration, Vice President of Instruction and Student Services
<b>Standard I Co-Chair</b>	Melanie Sanwo	Faculty, English
<b>Standard I Co-Chair</b>	Linda Little	Classified Staff, Secretary to the Campus President
<b>Standard IIA Co-Chair</b>	Thomas Mester	Administration, Dean of Instruction
<b>Standard IIA Co-Chair</b>	Joseph Libby	Faculty, History
<b>Standard IIA Co-Chair</b>	Margee Loya	Classified, Curriculum Analyst
<b>Standard IIB Co-Chair</b>	Doris Griffin	Administration, Dean of Students
<b>Standard IIB Co-Chair</b>	Erica Johnson	Faculty, Counseling
<b>Standard IIB Co-Chair</b>	Jittapaun Inthavong	Classified Staff, Administrative Aide to the Dean of Students
<b>Standard IIC Co-Chair</b>	Gary Sakaguchi	Administrative, Director of Technology
<b>Standard IIC Co-Chair</b>	Cynthia MacDonald	Faculty, Librarian
<b>Standard IIC Co-Chair</b>	Susan Hansen	Classified Staff, Library Services Assistant
<b>Standard IIIA Co-Chair</b>	Candy Cannon	Administration, Director of Financial Aid
<b>Standard IIIA Co-Chair</b>	William Allen	Faculty, Mathematics
<b>Standard IIIA Co-Chair</b>	Veronica Jury	Classified, Student Services Specialist
<b>Standard IIIB Co-Chair</b>	Lorrie Hopper	Administration, Vice President of Administrative Services
<b>Standard IIIB Co-Chair</b>	Naomi Forey	Faculty, Nurse

<b>Standard IIIB Co-Chair</b>	Sergio Salinas	Classified, Lead Custodian
<b>Standard IIIC Co-Chair</b>	Gary Sakaguchi	Administration, Director of Technology
<b>Standard IIIC Co-Chair</b>	Brent Nabors	Faculty, Information Systems
<b>Standard IIIC Co-Chair</b>	Bob Gafford	Classified Staff, Microcomputer Resource Technician
<b>Standard IIID Co-Chair</b>	Lorrie Hopper	Administration, Vice President of Administrative Services
<b>Standard IIID Co-Chair</b>	Karen Hammer	Faculty, Foreign Languages Spanish
<b>Standard IIID Co-Chair</b>	Kim Duong	Classified, Accounting Clerk III
<b>Standard IV Co-Chair</b>	Deborah Ikeda	Administration, Campus President
<b>Standard IV Co-Chair</b>	Jeff Burdick	Faculty, English
<b>Standard IV Co-Chair</b>	Leslie Ratá	Classified, Administrative Assistance to the Vice President of Instruction and Student Services, Classified Senate President
<b>Standard IV Co-Chair</b>	Valerie Binion	CCCC Student

## **ACCREDITATION STANDARDS COMMITTEES**

Self-Evaluation Co-Chair: Kelly Fowler  
 Self-Evaluation Co-Chair: Chris Glaves  
 Self-Evaluation Co-Chair: Leslie Ratá

Self-Evaluation Editor/Writer: Jennifer Simonson

### **Standard 1 – Institutional Mission**

Administration Co-Chair: Kelly Fowler  
 Faculty Co-Chair: Melanie Sanwo  
 Classified Co-Chair: Linda Little  
 Committee Members: Debbe Cardoza  
 Ann Fallon  
 Gurdeep He’Bert  
 Arla Hile  
 Jim Ryan  
 Barbara Wilson

### **Standard 2 – Student Learning Programs and Services**

#### **Subcommittee A - Instructional Programs**

Administration Co-Chair: Tom Mester  
 Faculty Co-Chair: Cynthia Elliott

Classified Co-Chair: Joseph Libby  
Committee Members: Margee Loya  
Ann Brandon  
Erik Fritz  
Jennifer Heyne  
Michelle Johnson  
Phil Johnson  
Anna Martinez  
Stacy McArron  
Jon McPhee  
Diane Schoenburg  
Michael Stannard  
Marci Suvanto  
Nancy Vagim

### **Subcommittee B - Student Support Services**

Administration Co-Chair: Doris Griffin  
Faculty Co-Chair: Erica Johnson  
Classified Co-Chair: Jittapaun Inthavong  
Student Co-Chair:  
Committee Members: Karen Ainsworth  
Candy Cannon  
Shawn Fleming  
Naomi Forey  
Ryen Hirata  
Tasha Hutchings  
Veronica Jury  
Rachel Moring-Garcia  
Ralph Munoz  
David Navarro  
Melanie Sanwo  
Carla Stoner-Brito  
Patrick Stumpf  
Gina Vang

### **Subcommittee C - Library and Learning Support Services**

Administration Co-Chair: Gary Sakaguchi  
Faculty Co-Chair: Cynthia McDonald  
Classified Co-Chair: Susan Hansen  
Committee Members: Karen Anderson  
Naira Danielyan  
Steve Dent  
Cynthia Elliott  
Teresa Ishigaki

Liz Romero  
Jennifer Simonson

### **Standard 3 – Resources**

#### **Subcommittee A – Human Resources**

Administration Co-Chair: Candy Cannon  
Faculty Co-Chair: Bill Allen  
Classified Co-Chair: Veronica Jury  
Committee Members: Matt Alanis  
Leah Edwards  
April Farkas  
Charles Francis  
Russell Hickey  
Jon Renwick

#### **Subcommittee B – Physical Resources**

Administration Co-Chair: Lorrie Hopper  
Faculty Co-Chair: Naomi Forey  
Classified Co-Chair: Sergio Salinas  
Committee Members: Tony Abbott  
Becky Allen  
Anthony Avalos  
Jose Campos  
Joyce Clark  
Steven Estes  
Austin Fite  
Jacob Gingold  
Tom McSwain  
Dan Pattillo  
Tony Romero  
Sallie Turpen

#### **Subcommittee C – Technological Resources**

Administration Co-Chair: Gary Sakaguchi  
Faculty Co-Chair: Brent Nabors  
Classified Co-Chair: Bob Gafford  
Committee Members: Courtnie Choate  
Nico Escobar  
Erik Fritz  
Brandon Huebert  
Kirtley King  
Cheryl Lock

Ray Tjahjadi  
Howard Wu

**Subcommittee D – Financial Resources**

Administration Co-Chair: Lorrie Hopper  
Faculty Co-Chair: Karen Hammer  
Classified Co-Chair: Kim Duong  
Committee Members: Lee Brown  
Jose Castaneda  
Melody Critchfield  
Debbie Curtis  
Diane Hatai  
Roger Hitchcock  
Debbie Nieto  
Cathy Ostos

**Standard 4 – Leadership and Governance**

Administration Co-Chair: Deborah Ikeda  
Faculty Co-Chair: Jeff Burdick  
Classified Co-Chair: Leslie Ratá  
Student Co-Chair: Valerie Binion  
Committee Members: Garry Elliott  
Jason Gardner  
Robin Huigen  
Brian Shamp  
Carole Sullivan

### Self Evaluation for Initial Accreditation Timeline

<b>TASK</b>	<b>PERSON RESPONSIBLE</b>	<b>DATE OF COMPLETION</b>	<b>EVIDENCE OF COMPLETION</b>
I.D. Steering Committee	Fowler	Spring 2013	List
Memo-Committee Volunteers	Fowler	April - May, 2013- send out email	Membership list completed May 17, 2013
I.D. Committee Co-chairs	Fowler	August 12, 2013	List
Orientation Meeting-Steering Committee and Co-Chairs (combine with College Center Council)	Ikeda/Fowler	August 16, 2013	Timelines, References, Evidence File Process, Binders ** Committee members apply to be on a team!
Surveys- Students Surveys- Staff	M. Johnson	August, 2013 – May, 2014	Survey Data Complete
Data Collection- Ed Master Plan, Strategic Plan, Tech Plan, EMR, etc.	Fowler/M. Johnson	August, 2013 – May, 2014	Evidence File
ACCJC Templates and Planning Agenda Documents to verify written responses are addressing template prompts and planning agendas	Fowler/Glaves	August – October, 2013	Completed Narrative portions in Self Evaluation
ACCJC Training	Fowler/Glaves	October, 2013	Training completed
Descriptive Summaries and Self Evaluations are completed for each committee (Draft)	Fowler/Glaves	November, 2013 – March 3, 2014	Draft summaries completed
DRAFT Document DEADLINE	Fowler/Glaves	March 3, 2014	Draft summaries submitted to Leslie Rata
Review and Revision of Draft documents	Fowler/Glaves/ Ikeda/Simonson	April – May, 2014	Draft narrative completed
Planning Agendas Workshop	Fowler	Duty Day- August, 2014	Identification of draft planning agendas
Draft Self-Evaluation Completed	Fowler	Duty Day- August, 2014	Validation of draft plan
Continue to update final draft based upon Duty Day input, Distance Education, etc.	Fowler/Glaves/ Ikeda/Simonson	September – October, 2014	Draft to Chancellor and BOT
Final Campus Review	Fowler/Glaves/ Ikeda/Simonson	December 5, 2014	Campus comments, feedback, and input

Initial BOT Approval	Ikeda	January, 2015	First Read
Final BOT Approval	Ikeda	February, 2015	Final approval
Final editing and printing	Fowler/Glaves/ Ikeda/Simonson	January, 2015	Completed Document
Pre-visit by team chair and assistant	Ikeda/Fowler	February, 2015	Visit
Mail Self Evaluation to Commission and Team Members	Fowler	January, 2015	
Review and finalize evidence and documentation	Fowler/ M. Johnson	January, 2015	Evidence files (electronic)
Prepare for visit- accommodations, etc.	Fowler/Ikeda/ Hopper	January – March, 2015	All logistics completed
Prepare and mail Self Evaluation Update to commissions and team members	Fowler	February, 2015	Mailed
Visit by Team (3 days)	Ikeda/Fowler/ Hopper	March, 2015	Visit Completed
Commission Meeting to take action on team recommendations	Ikeda	June, 2015	
Recommendations published	Ikeda	July, 2015	Letter

# Organization

## Organization of the Institution



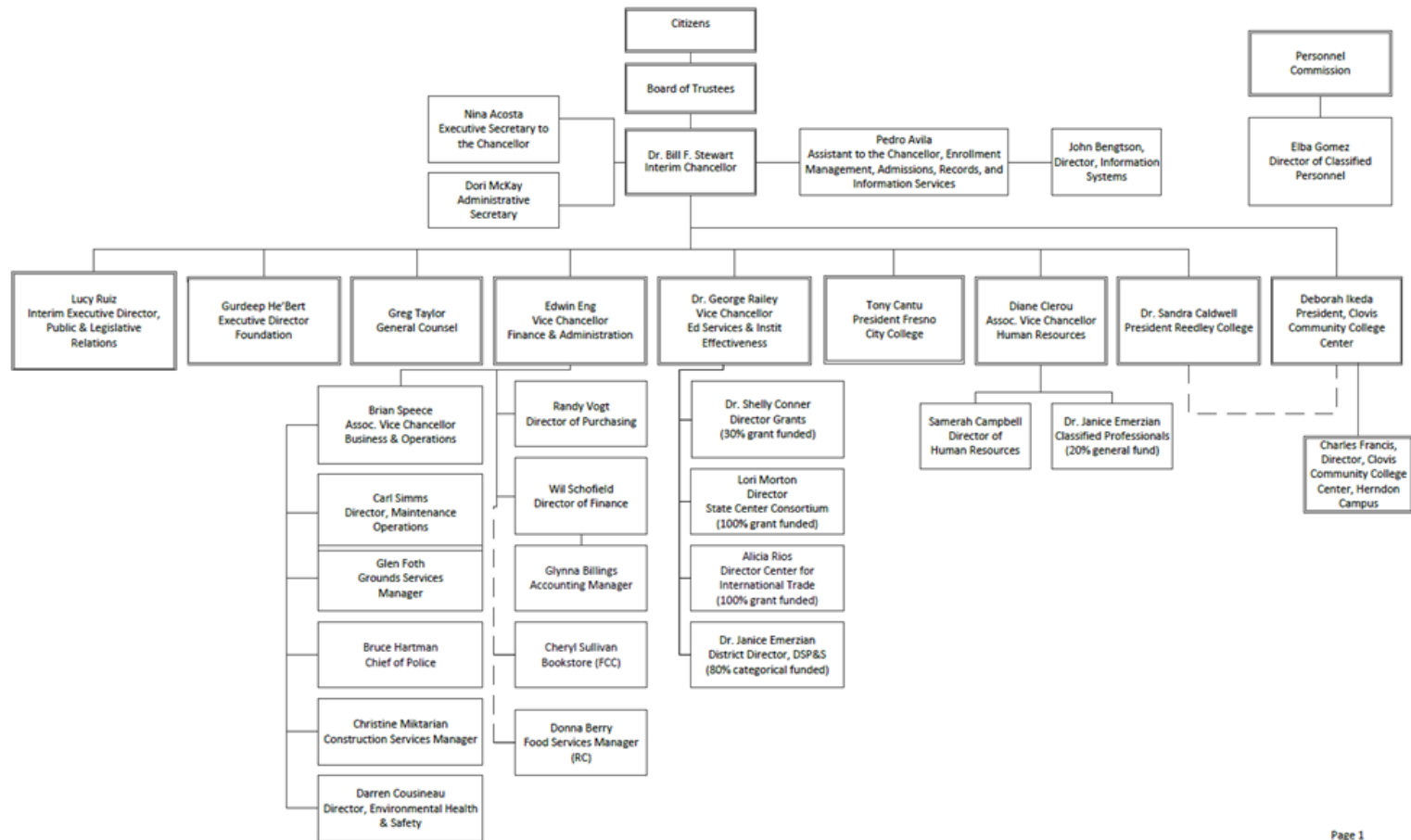
### Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

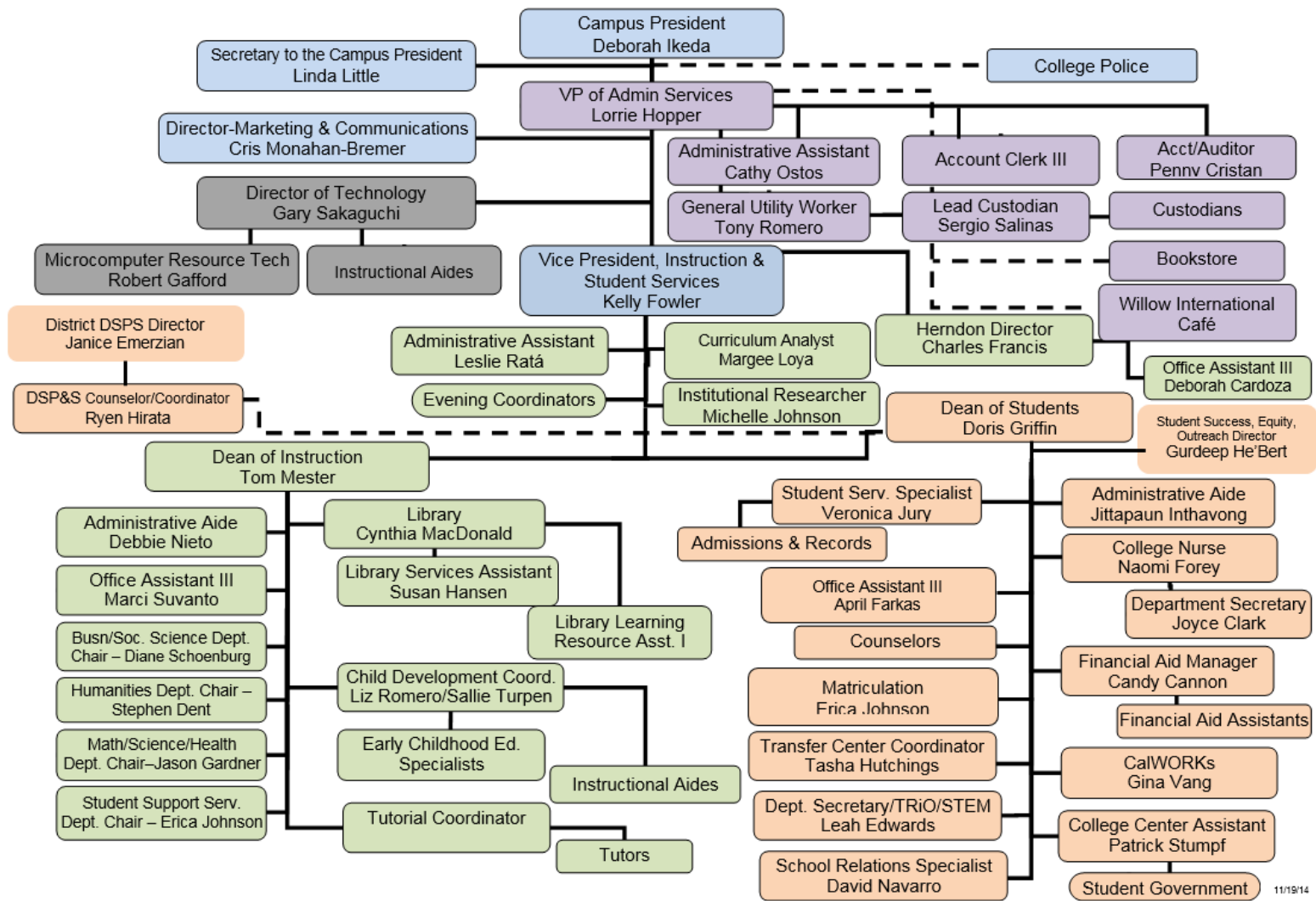




State Center Community College District



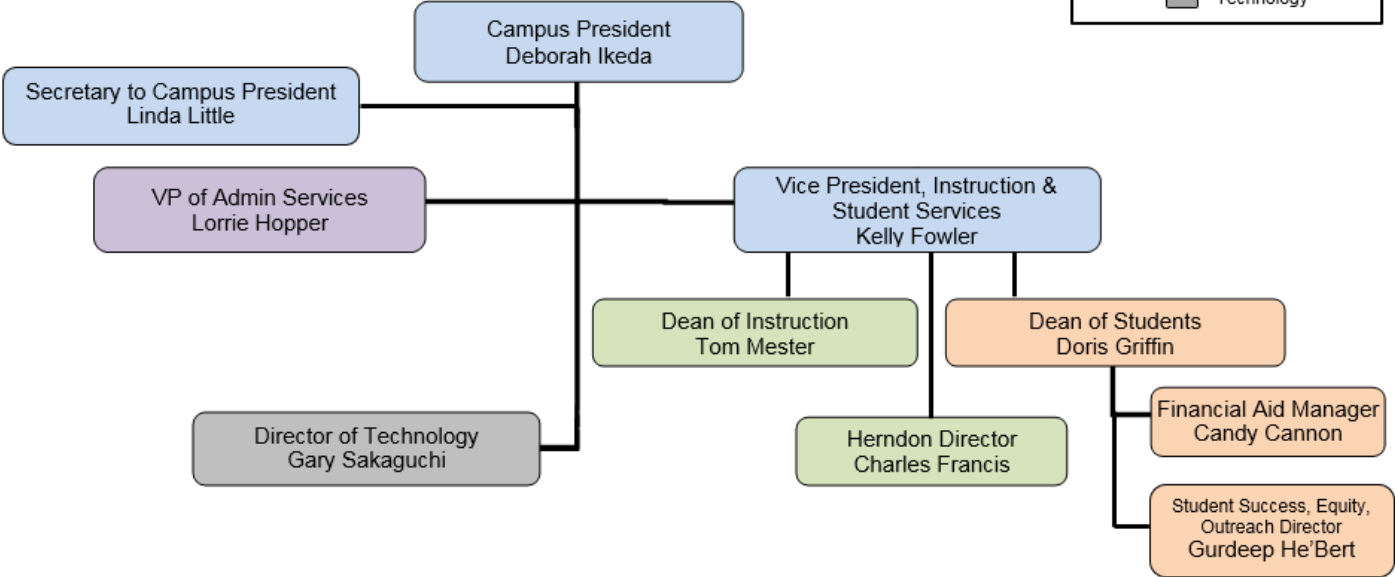
**Clovis Community College Center  
Organizational Chart - All**



**Clovis Community College Center  
Organizational Chart - Administration**

**Legend:**

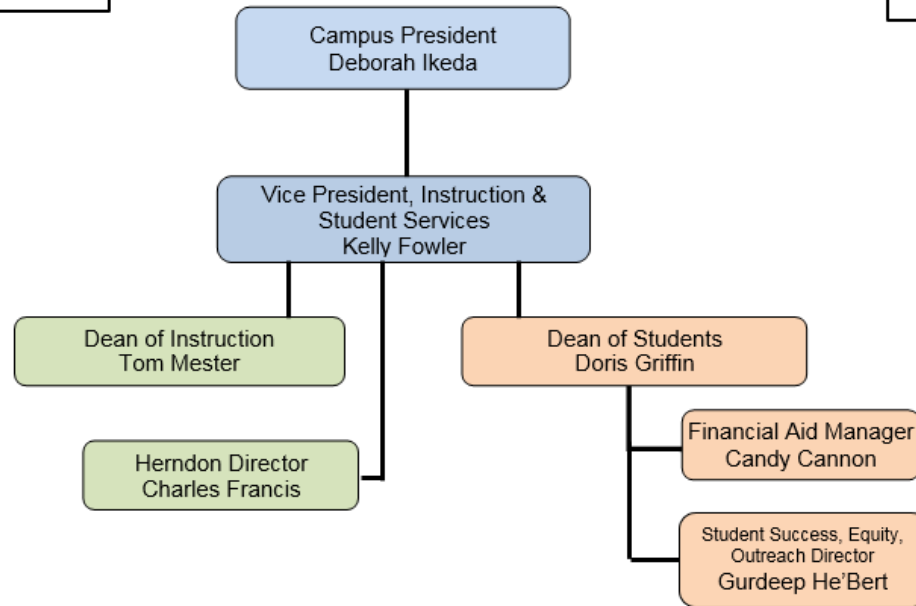
- Administration
- Business Services
- Instruction
- Student Services
- Technology



**Clovis Community College Center  
Organizational Chart – Administration of  
Instruction & Student Services**

**Legend:**

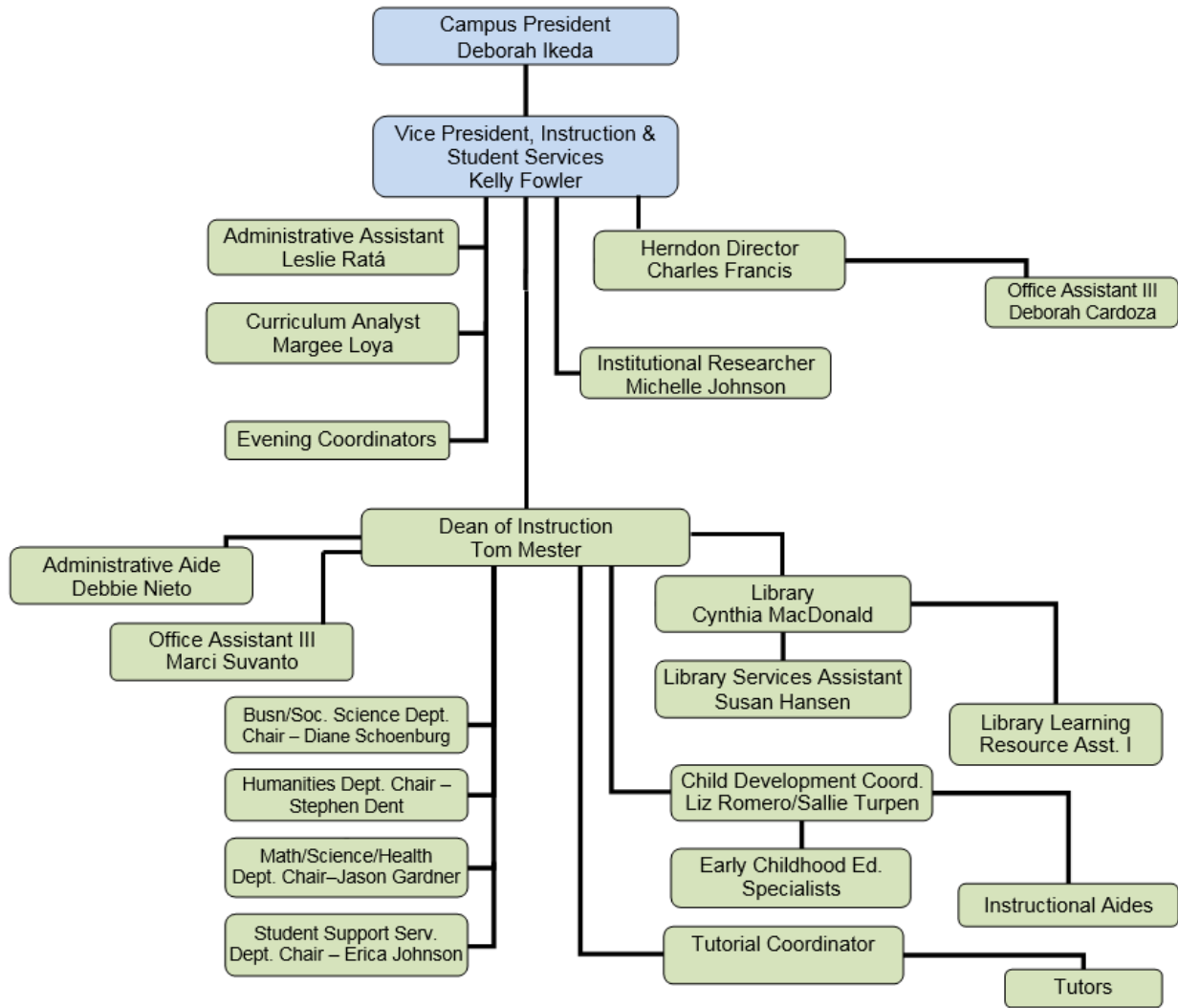
- Administration
- Business Services
- Instruction
- Student Services
- Technology



**Clovis Community College Center  
Organizational Chart - Instruction**

**Legend:**

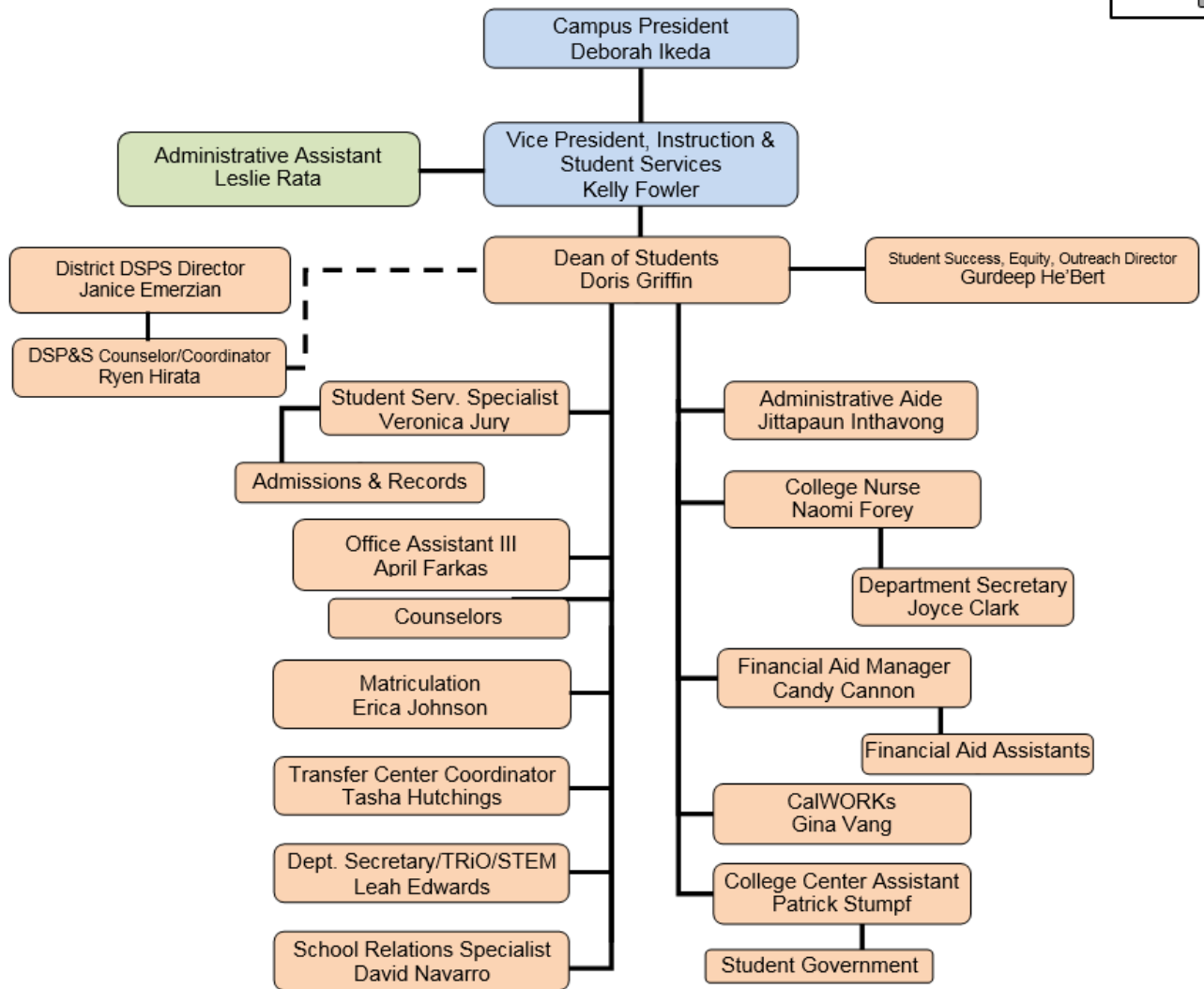
- Administration
- Business Services
- Instruction
- Student Services
- Technology



**Clovis Community College Center  
Organizational Chart – Student Services**

**Legend:**

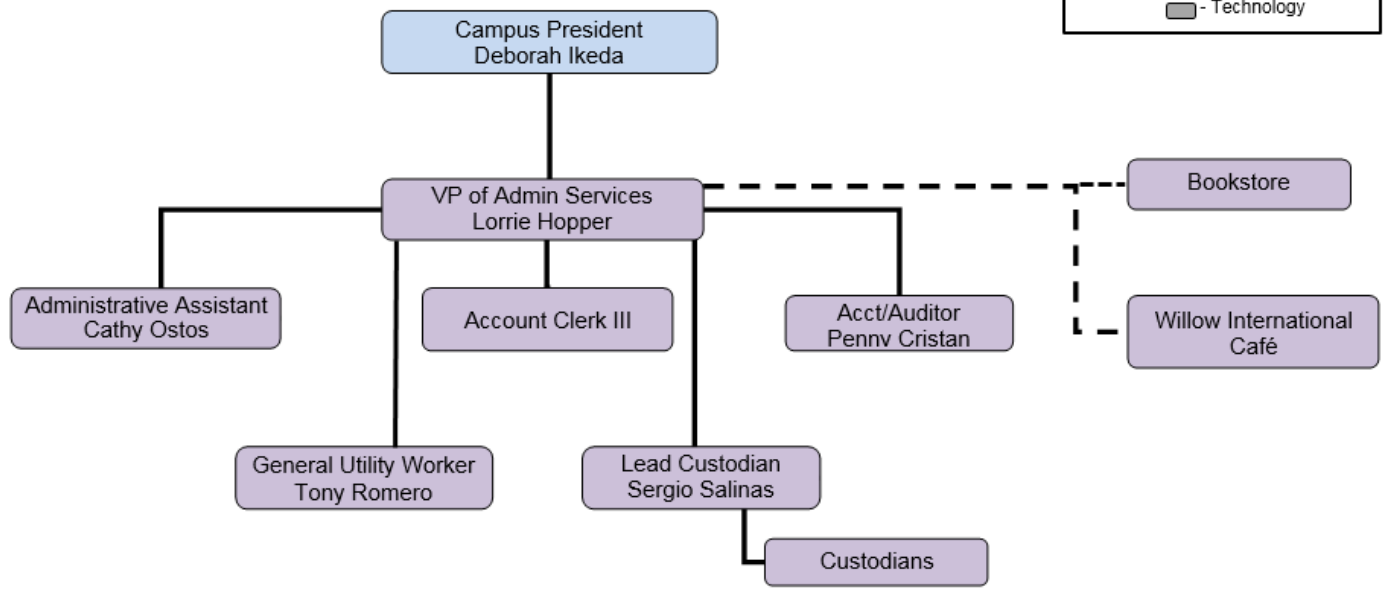
- Administration
- Business Services
- Instruction
- Student Services
- Technology



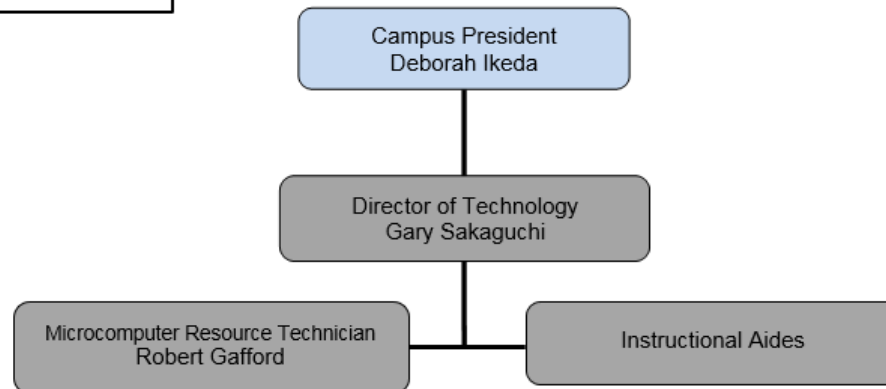
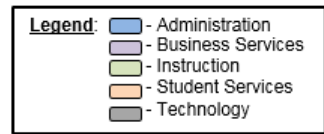
**Clovis Community College Center  
Organizational Chart – Business Services**

**Legend:**

- Administration
- Business Services
- Instruction
- Student Services
- Technology



**Clovis Community College Center  
Organizational Chart – Technology**





## District and Campus Functional Map

For the 2005 accreditation self-studies, the State Center Community College District developed a functional map to delineate responsibilities between the District and the two colleges. The district based the functional map on accreditation standards and indicated whether each standard is met primarily by the district, primarily by the colleges, or by both.

In completing the 2011 self studies, the District Office Accreditation Liaison Designee from the district office met individually with the Accreditation Liaison Officers of each campus to discuss the roles and functions and to determine if any changes had occurred in the district since the last self-studies were written. ACCJC recommended that the district consider a new format to map out the responsibilities for meeting accreditation standards, one that more accurately depicted how the colleges, centers, and the district office share functions. After the district considered several models, they selected a mapping model based on a similar process and document recently used in the Los Rios Community College District and the San Mateo Community College District. The district chose the selected format because it is organized by accreditation standard, and as such is simple to follow. Furthermore, the designations of primary, secondary, and shared responsibilities have meaning for individuals on SCCCDC campuses.

In November 2014, the three Accreditation Liaison Officers in the district reviewed the document and submitted comments and changes at the Vice Presidents Group meeting on November 14, 2014. The Vice Chancellor of Educational Services and Institutional Effectiveness incorporated and presented these changes to Chancellor's Cabinet in November for final review, input, and approval. Chancellor's Cabinet approved the updated document on November 24, 2014.

The State Center Community College District Functional Map illustrates how the colleges and the district manage the distribution of responsibility by function in relation to the ACCJC/WASC accreditation standards. The functional map depicts the level and type of responsibility as follows:

**P = Primary Responsibility:** Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.

**S = Secondary Responsibility:** Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.

**SH = Shared Responsibility:** Shared responsibility indicates that the district and each college are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function (for instance, there are mission statements at the colleges and at the district). This leadership may include design, development, implementation, assessment and communication processes.

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
<b>Standard I: Institutional Mission and Effectiveness</b>		
<b>A. Mission:</b>		
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.		
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	S	P
2. The mission statement is approved by the governing board and published.	S	P
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	S	P
4. The institution's mission is central to institutional planning and decision making.	S	P
<b>B. Improving Institutional Effectiveness</b>		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	S	P
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	S	P
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	S	P
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	SH	SH
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.		P
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	SH	SH

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.		P
<b>Standard II: Student Learning Programs and Services</b>		
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.		
<b>A. Instructional Programs</b> The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.		
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	S	P
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	SH	SH
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	S	P
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.		P
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.		P
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.		P
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.		P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.		P
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.		P
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.		P
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.		P
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.		P
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	S	P
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.		P
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	S	P
a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	S	P
b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	S	P
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	S	P
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.		P
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institutions officially approved course outline.		P
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	S	P
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	S	P
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	S	P
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	SH	SH
a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.		P
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	S	P
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	Not applicable	Not applicable
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	Not Applicable	

**STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP**

Standard and Statement	District	College
<p><b>B. Student Support Services</b>                      The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</p>		
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	S	P
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:	S	P
a. General Information <ul style="list-style-type: none"> <li>• Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution</li> <li>• Educational Mission</li> <li>• Course, Program, and Degree Offerings</li> <li>• Academic Calendar and Program Length</li> <li>• Academic Freedom Statement</li> <li>• Available Student Financial Aid</li> <li>• Available Learning Resources</li> <li>• Names and Degrees of Administrators and Faculty</li> <li>• Names of Governing Board Members</li> </ul>	S	P
b. Requirements <ul style="list-style-type: none"> <li>• Admissions</li> <li>• Student Fees and Other Financial Obligations</li> <li>• Degree, Certificates, Graduation and Transfer</li> </ul>	SH	SH
c. Major Policies Affecting Students <ul style="list-style-type: none"> <li>• Academic Regulations, including Academic Honesty</li> <li>• Nondiscrimination</li> <li>• Acceptance of Transfer Credits</li> <li>• Grievance and Complaint Procedures</li> <li>• Sexual Harassment</li> <li>• Refund of Fees</li> </ul>	S	P
d. Locations or publications where other policies may be found	SH	SH
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.		P
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.		P
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.		P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.		P
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.		P
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	S	P
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	S	P
<b>C. Library and Learning Support Services</b> Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.		
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.		P
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.		P
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.		P
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.		P
d. The institution provides effective maintenance and security for its library and other learning support services.	SH	SH

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.		P
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.		P
<b>Standard III: Resources</b>		
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.		
<b>Human Resources</b>		
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.		
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	S	P
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	S	P
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	S	P



STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
d. The institution upholds a written code of professional ethics for all of its personnel.	S	P
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	SH	SH
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	SH	SH
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	SH	SH
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	P	S
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	S	P
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. The institution plans professional development activities to meet the needs of its personnel. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	S	P
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	S	P
<b>Physical Resources</b>		
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	SH	SH
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	P	S

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH
<b>C. Technology Resources</b>		
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	S	P
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH
<b>D. Financial Resources</b>		
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning.		
1. The institution relies upon its mission and goals as the foundation for financial planning.	S	P
a. Financial planning is integrated with and supports all institutional planning.	S	P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	S	P
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	P	S
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	S	P
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	P	S
a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
b. Appropriate financial information is provided throughout the institution.	SH	SH
c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	SH	SH
d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	SH	SH
f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	SH	SH
g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH

**Standard IV: Leadership and Governance**

**STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP**

Standard and Statement	District	College
<p>The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.</p>		
<p><b>Decision-Making Roles and Processes</b>                      The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.</p>		
<p>1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.</p>	SH	SH
<p>2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.</p>	SH	SH
<p>a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.</p>	SH	SH
<p>b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.</p>		P
<p>3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.</p>	SH	SH
<p>4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.</p>	S	P
<p>5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	S	P
<p><b>B. Board and Administrative Organization</b>                      In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/ system and the colleges.</p>		

**STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP**

Standard and Statement	District	College
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	P	
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	P	
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	P	
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	P	
d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.	P	
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	P	
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	P	
g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	P	
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	P	
i. The governing board is informed about and involved in the accreditation process	P	S
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	P	
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.		P

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.		P
b. The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> <li>• establishing a collegial process that sets values, goals, and priorities;</li> <li>• ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;</li> <li>• ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and</li> <li>• establishing procedures to evaluate overall institutional planning and implementation efforts.</li> </ul>		P
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.		P
d. The president effectively controls budget and expenditures.		P
e. The president works and communicates effectively with the communities served by the institution.		P
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	P	
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	P	
b. The district/system provides effective services that support the colleges in their missions and functions.	P	
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	P	S
d. The district/system effectively controls its expenditures.	P	S
e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	P	S
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	P	S

STATE CENTER COMMUNITY COLLEGE DISTRICT: FUNCTIONAL MAP		
Standard and Statement	District	College
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	P	

# Eligibility Requirements

## Eligibility Requirements



### Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.



## **Certification of Compliance with Eligibility Requirements**

### **1. Authority**

The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and the California Community College Board of Governors Office authorize Clovis Community College Center to operate as a center of Reedley College within the State Center Community College District. In March of 2013, ACCJC awarded Clovis Community College Center Candidacy Status. [Evidence: 21]

### **2. Mission**

The Center's mission statement below is a result input and feedback from the campus, district, and community:

**CCCC Mission Statement:** Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

[Evidence: 27, 28, 29, 32, 33]

### **3. Governing Board**

Seven public members who are elected by region on alternating years for a term of four years compose the SCCC Board of Trustees. The Board of Trustees is responsible for the quality of the Center's educational programs and services. The Board of Trustees makes decisions pertaining to educational programs, financial health and stability, and the Center's integrity. The Board of Trustees is an independent policy-making body, capable of reflecting constituent and public interest in board activities and decisions. Board of Trustees members submit conflict of interest forms annually. [Evidence: 34, 35]

### **4. Chief Executive Officer**

Ms. Deborah J. Ikeda serves as the Campus President of Clovis Community College Center. She received her Bachelor of Science degree in Elementary Education in 1974 and her Master of Education in Counseling Psychology degree in 1977, both from the University of Illinois in Champaign Urbana.

Ms. Ikeda started as a counselor for Loop City College in 1977 in Chicago and eventually became an Assistant Dean of Academic Support Services before becoming the Associate Dean of Students, Counseling, and Guidance at Fresno City College in 1981. She served as the Interim Vice President of Instruction for Fresno City College for one year (2003-2004) and six months as the Dean of Library and Instructional Support Services before becoming the Vice President of Instruction and Student Services for the North Centers in

2005, where she led the accreditation effort to start a new college, Clovis Community College. She became Campus President of Willow International Community College Center in July 2012. Ms. Ikeda served on the California Community College Board of Chief Instructional Officers. She has served on the California Community College Chancellor's Office Advisory Committee for Matriculation and served in a similar capacity for the Counseling Advisory Committee. She and her husband were inducted into the City of Clovis Hall of Fame in June 2013, named a Portrait of Success by KSEE News, and awarded the Top Ten Professional Women of 2014 by the Marjaree Mason Center.

Campus President Ikeda currently serves as a member of the St. Agnes Hospital Board of Trustees, serves on the Economic Development Strategic Update Committee for the City of Clovis, the Citizens Review Panel for Measure B (a sales tax passed to support the Fresno County Public Library), and the Board of Trustees for California Health Science University. She has also served on the California State Superintendent of Education Advisory Council for Asian Pacific Islander Affairs, the Federal Department of Education Consultant to review and rank submitted grant applications, Fresno Assembly Center Memorial Project Committee, and Pinedale Assembly Center Memorial Plaza Committee. Additionally, she has served on the Board of Directors for the Women's Foundation of California, the Board of the Golden Valley Girl Scout Council, President of Friends of the Fresno County Library, President and Board Member of the Central California Asian Pacific Women's Group, President of Fresno Japanese American Citizens League, and Chairperson for the National Japanese American Citizens League Strategic Planning effort for the 2014-16 Biennium. [Evidence: 36]

## **5. Administrative Capacity**

CCCC has a Campus President, Vice President of Instruction and Student Services, Vice President of Administrative Services, Dean of Students, Dean of Instruction, Director of Technology, a Financial Aid Manager, and Director of Student Success, Equity, and Outreach to provide adequate administrative structure to support the institution's mission, size, and complexity.

The district's administration which includes a Chancellor, Vice Chancellor of Finance and Administration, Vice Chancellor of Educational Services and Institutional Effectiveness, Vice Chancellor of Human Resources, Associate Vice Chancellor of District Operations, Director of Human Resources, Assistant to the Chancellor, Enrollment Management/Admissions and Records/Information Services, General Counsel, Director of Grants, District Director of Disabled Student Programs and Services, Director of Classified Personnel, Director of Finance, Director of Purchasing, Executive Director of the Foundation, and Director of Information Systems, provide additional administrative support to the potential college. [Evidence: 37, 38]

## 6. Operational Status

### Brief History:

The State Center Community College District (SCCCD) built Clovis Community College Center on 110 acres in Fresno, CA, to replace an existing CCCC operational outreach site that was insufficient for serving the growing population of California's Central San Joaquin Valley.

Clovis Community College Center currently has an Academic Center One facility with 80,000 square feet, Academic Center Two with 80,000 square feet, a 12,000 square foot Child Development Center, a bookstore, café, and central plant. Each classroom at CCCC is a "smart" classroom that contains a digital overhead projector, desktop computer, internet connectivity, and DVD/VCR player. The entire campus is wireless and includes 50 classrooms including lecture, library, an approximately 88-station open computer lab, allied health and sciences laboratories, fitness lab, dance studio, student services, tutorial center, assessment center, art studio, and multi-media graphics lab.

### Enrollment of FTES: Fall 2009 through Fall 2014

Since opening the relocated campus of the Clovis Community College Center, the enrollment growth has exceeded the projections with approximately 6,200 unduplicated student headcount and 1,906.00 FTES (Fall 2014).

**Table 1: Clovis Community College Center FTES – Fall 2009 – Fall 2014\***

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>Willow International College Center</b>	<b>1730.11</b>	<b>1651.58</b>	<b>1636.15</b>	<b>1612.91</b>	<b>1650.02</b>	<b>1906.00*</b>

Data Source: SCCC ATERMS\_FTES file,

\* Unofficial FTES as of 11.24.14

[Evidence: 22, 39, 40]

## 7. Degrees

Faculty design the educational programs at Clovis Community College Center to lead students to Certificates, Associate Degrees, and/or transfer to a four-year institution. CCCC offers the requirements for over 50 degree and/or certificate programs. In addition, the proposed college offers programs in pre-collegiate, remedial or developmental improvement, and general education. The proposed college offers a selection of distance education courses, including hybrid and online courses, to provide options for students in alternative delivery modes. Cooperative work experience courses are also available. Most students enrolled at CCCC are in one of the degree or certificate programs. CCCC complies with the ACCJC substantive change requirements. [Evidence: 8, 41, 42]

The degree requirements and educational programs at Clovis Community College Center align with the Center's mission statement. Faculty from the Center serve on Reedley College's Curriculum Committee. CCCC faculty and administration review all programs through the program review process and by Reedley College's Curriculum Committee, and the CCCC Curriculum Committee meets and is prepared to function independently upon initial accreditation. This ensures that degree and certificate programs are in recognized fields of study in higher education, have the required quality and rigor, and have measureable with identifiable student learning outcomes.

## **8. Educational Programs**

Clovis Community College Center offers degree programs which align with the Center's mission statement. The Reedley College catalog describes requirements for the Associate of Arts and the Associate of Science degrees in detail beginning on page 64. All associate degrees require at least 60 units, of which a minimum of 12 units must be in a specific discipline, 18 units of general education, a 2.0 cumulative GPA, and at least a "C" grade in specific areas. The catalog details general education and graduation requirements for the degrees on pages 32-43 of the catalog. All associate degrees are two years in length. Faculty and administrators review and assess student learning outcomes for degree programs as part of the Program Review/Student Learning Outcomes Annual Report. The program review process ensures that faculty conduct degree programs at levels of quality and rigor appropriate to the degree offered. [Evidence: 8, 43]

The Center also offers programs that provide for guaranteed transfer to selected University of California campuses. In addition, the Center offers transfer programs to California State University campuses, private four-year colleges, and out-of-state colleges and universities.

## **9. Academic Credit**

Through Reedley College, CCCC awards credit consistent with the Education Code and Title 5 regulations. The standard measurement of college course work is a unit. The Center uses the Carnegie unit as the base measurement for credit. One unit equals one hour of classroom lecture plus two hours of study per week. The Center operates on a semester basis and all references to units of academic credit in the catalog are to semester units. The Reedley College Catalog (on page 33) and the Curriculum Handbook describe the criteria on which RC and CCCC base credit. [Evidence: 8, 9]

## **10. Student Learning and Achievement**

Faculty are responsible for establishing student learning outcomes (SLOs), improvement processes, and assessment timelines for every course and program. Faculty map all course SLOs to program learning outcomes (PLOs), which they map, in turn, to the general education learning outcomes (GELOs). During a series of SLO workshops held during the Spring 2014 semester, the SLO coordinator met with faculty SLO workgroups to address SLO-related questions, review reporting policies and deadlines, and review and update, where necessary, SLO-PLO-GELO mapping grids and assessment timelines. Every Course Outline of Record includes student learning outcomes that the Curriculum Committee has approved and faculty assess by a variety of methods. The Reedley

College Curriculum Committee Handbook describes the requirement to establish student learning outcomes for every course and the program review handbook has a clear description of the process for developing and assessing student learning outcomes and program learning outcomes. [Evidence: 44, 45, 46, 47, 48, 49]

### **11. General Education**

The Reedley College Catalog defines requirements for general education and incorporates these requirements into all degree programs. The general education requirements include natural sciences, social and behavioral sciences, humanities, communication, demonstration of writing competency, and computational skills. The Curriculum Committee reviews and analyzes these general education elements for rigor and quality. The Center's Curriculum Committee decided in May 2014 to continue with the established Reedley College General Education Learning Outcomes for CCCC. [Evidence: 51, 52]

### **12. Academic Freedom**

CCCC is committed to providing an environment that allows for free and open discourse representing all points of view as supported by the SCCCD Board Policies 4030 and Administrative Regulations 4030. CCCC communicates this board policy in the Faculty Handbook and catalog. Collaborative open decision-making is a standard practice as evidenced in CCCC's processes as outlined in the Integrated Planning-Participatory Governance CCC Handbook. [Evidence: 8, 53, 54, 55]

### **13. Faculty**

All faculty the Center hires meet or exceed the minimum qualifications established for their faculty areas. The California Community College Chancellor's Office (COCCC) "Minimum Qualifications for Faculty and Administrators in California Community College, March 2012" specify these qualifications. The district has allocated additional full-time faculty positions to CCCC in anticipation of becoming an independent college. The Center has a core faculty of sufficient size, experience, and expertise to fully support all the institution's educational programs. The agreement between the district and the State Federation of Teachers, Faculty Handbook, and Administrative Regulation 7122 clearly spell out faculty responsibilities including development and review of curriculum and assessment of student learning.

[Evidence: 56, 57, 58, 59]

Clovis Community College Center employs 51 instructional and non-instructional full-time faculty (including tenure-track and non-tenure faculty). This includes a full-time librarian, a full-time nurse, two temporary instructional faculty positions, and two grant-funded counselor positions. Full-time faculty and their respective degrees are listed in the catalog. CCCC also employs approximately 178 part-time faculty (instructional and non-instructional) each semester who meet the minimum qualifications. [Evidence: 8 p. 231, 60]

#### **14. Student Services**

CCCC provides appropriate students services that support student learning and the Center's mission. These services include admissions and records, assessment, CalWORKS, counseling, student activities, financial aid, tutoring, DSPS, bookstore, health services, food services, psychological services, library services, and college relations. [Evidence: 37, 61]

#### **15. Admissions**

The State Center Community College District clearly develops admissions policies. The Reedley College/CCCC Catalog outlines these policies; CCCC adheres to these policies as a center under Reedley College. The policies indicate that admission is open to anyone (subject to residency requirements) who is at least 18 years old or has a high school diploma or the equivalent (such as the California High School Proficiency Examination).

SCCCD requires students to submit an admissions application, either in paper-pencil format or online via CCCApply. Students also submit transcripts of any high school or college work completed and GED or high school proficiency exam results if applicable.

The admissions and records function is a centralized district function that the Assistant to the Chancellor: Admissions, Records, Enrollment Management, and Information Systems oversees. One Student Services Specialist (SSS) who is the lead admissions person for the daily operation of the admissions functions, two Office Assistant III staff persons, and three student aides comprise the CCCC Admissions and Records Office personnel. The SSS reports to the Dean of Students who oversees all student support services functions and works closely with the Assistant to the Chancellor: Admissions, Records, Enrollment Management, and Information Systems to coordinate all admissions and records functions. The Dean of Students reports to the CCCC Vice President of Instruction and Student Services. [Evidence: 62, 63]

#### **16. Information and Learning Resources**

The State Center Community College District has a centralized library and learning resource cataloging system with library facilities on each campus. Students at CCCC have access to books and resources at CCCC, Madera Center, Fresno City College, and Reedley College. This provides students access to the following:

- Subscription databases available on all campuses and remotely: Current subscriptions include access to 26 general periodical and subject specialized databases providing authoritative information from thousands of scholarly journals, research reports, magazines, newspapers, government documents, reference sources, and more.
- e-Book collection from e-Books on EBSCOhost: Current subscription includes over 25,000 full-text fiction and nonfiction titles suitable for the community college student, available on campus and remotely, through the Online Library Catalog, and through direct access in the e-Books on EBSCOhost database.
- e-Book collection from Ebrary, a multidisciplinary collection of over 25,000 fiction, non-fiction, and reference titles is available through direct access in the Ebrary database.

- The combined library and learning support resources of CCCC are currently adequate to support student learning needs. Through intra-district loans, CCCC students have access to approximately 125,000 circulating print resources among the four State Center Community College District libraries. Students can make requests on any computer with internet access, and the libraries deliver materials within one to two days. E-book collections of 50,000 fiction, non-fiction, and reference titles also enhance access to full-text comprehensive resources for students on and off campus.

[Evidence: 64, 65]

### **17. Financial Resources**

The funding base for the State Center Community College District (SCCCD) comes through a number of allocations. The District's Vice Chancellor of Finance and Administration allocates funds to all district sites. As a result, CCCC has had a separate allocation from Reedley College for over 20 years. SCCCD provides budget sufficient to support student learning programs and services at CCCC, thereby ensuring institutional effectiveness and financial stability.

Community donations for student scholarships through the district's Foundation also support CCCC. In addition, the Center has several grants to provide additional student support such as two Student Support Services (SSS) grants to provide additional support to Science, Technology, Engineering and Math (STEM) Students and to students interested in transferring to four-year colleges. [Evidence: 66]

### **18. Financial Accountability**

External financial audits performed on an annual basis validate SCCCD financial accountability. The annual audit includes the student financial aid program as well as other district-wide programs. This Eligibility Application contains copies of requested budgets, certified independent audits with the management letters, financial aid program reviews/audits, and student loan default rates and USDOE reports. SCCCD audits follow the Governmental Accounting Standards Board requirements and the last several audits had an unqualified opinion. The district has no annual or cumulative operative deficit. [Evidence: 67]

### **19. Institutional Planning and Evaluation**

Clovis Community College Center utilizes an ongoing, systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The nine strategic areas of the 2013-2017 Strategic Plan correspond to the SCCCD Strategic Plan, with the nine major goals driving the annual work plan for the Center. Since this is a four year plan, a review and prioritization of the objectives and activities occur as part of the continual evaluation process as the College Center Council modifies the plan for the subsequent year. A diagram of this cycle is included in the Integrated Planning-Participatory Governance CCC Handbook. Additional operational plans that have been developed collaboratively and address the educational goals include technology, basic skills, enrollment management, staffing, matriculation, and facilities. [Evidence: 55]

In terms of resource allocation for discretionary funds, CCCC has established a process by which all proposed funding action plans need to be directly tied to Program Review recommendations, Program Review/Student Learning Outcome Annual Reports, Strategic Plan objectives, future programs, and/or operational plans. Also, individuals representing their respective areas present their Program Review recommendations to College Center Council for consideration for future planning and resource allocation. [Evidence: 6]

The Integrated Planning-Participatory Governance CCC Handbook, which includes the mission statement, committee structure and governance, organizational structure, Strategic Plan, and supplemental information, outlines the collaborative decision-making processes at CCCC. [Evidence: 55]

Regarding research, CCCC has a full-time Institutional Researcher who assists in collecting data for program review, planning, assessment, the evaluation of the operations, and student learning outcomes.

CCCC has a comprehensive Educational Master Plan that started in 2009 and projects out twenty-five years. [Evidence: 30, 31, 39]

## **20. Public Information**

Clovis Community College Center publishes information in the Reedley College catalog and other appropriate places such as the website, campus fliers, and bulletin boards. Accurate and current information that describes the Center's mission, purposes and objectives, admission requirements, procedures, fees and other financial information, course, program, and degree offerings, rules and regulations directly affecting students, complaint and grievance policies and procedures, names and academic credentials of administrators and faculty, and other information related to attending the Center are in the catalog. The catalog is available on the website [www.cloviscenter.com](http://www.cloviscenter.com), and any revisions to the catalog are noted. The catalog includes all the required information. In addition, the district assigns a Public Information Officer part-time to support the marketing and media advertising for CCCC. Currently, CCCC is creating a separate campus catalog that will be finalized by Spring 2015 that will focus only on programs, courses, services, and other relevant information for the Clovis Community College campus. [Evidence: 8]

## **21. Relations with the Accrediting Commission**

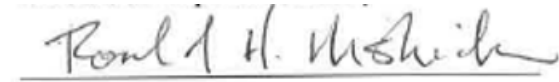
The SCCC Board of Trustees provides assurance that Clovis Community College Center, through Reedley College, adheres to the eligibility requirements and accreditation standards and policies of the Commission. This adherence to the standards and policies of the commission will continue with the establishment of CCCC being approved as Clovis Community College. Although CCCC continues to be included under Reedley College for purposes such as curriculum, ACCJC granted CCCC Candidacy Status in March 2013. [Evidence: 21, 722]




The SCCC Board of Trustees provides assurance that the Clovis Community College Center, through Reedley College, adheres to the eligibility requirements and accreditation standards and policies of the Commission. This adherence to the standards and policies of the commission will continue with the establishment of Clovis being approved as Clovis Community College. Clovis continues to be included under Reedley College for accreditation by ACCJC.

**Statement of Assurance**

**We certify that Clovis Community College Center meets the eligibility requirements for initial accreditation.**



Ronald H. Nishinaka  
President, Board of Trustees



Deborah J. Ikeda  
Campus President  
Clovis Community College Center

## Evidence List

<b>Document #</b>	<b>Document Title</b>
1	ACCJC Website
2	ACCJC Third Party Comment Form
3	Program Review-SLO Blackboard Website
4	Institution Set Standards
5	Program Review Data Analysis
6	Action Plan Funding Request Process 2015-2016
7	Program and Course Approval Handbook 2013
8	Reedley College Catalog 2014-2015
9	Curriculum Handbook FA14
10	Course Outlines- CurricUNET Website
11	Course Outline of Record History 11
12	Syllabi Website
13	Schedule of Classes FA14
14	Schedule of Classes SP15
15	Distance Education Handbook
16	Blackboard Log-in Instructions
17	Blackboard Website
18	Turn It In Website
19	ACCJC Response Letter to Defer Candidacy 2-1-12
20	Addendum to Self Study Report 10-15-12
21	ACCJC Letter Candidacy for Accreditation Granted 3-6-13
22	CCCCO Letter BOG Approval to Pursue College Status 5-28-14
23	Reedley College Midterm Report 10-10-14
24	Board of Trustees Minutes 2-7-12
25	Board of Trustees Minutes 3-6-12
26	Board of Trustees Minutes 6-5-12
27	College Center Council Minutes Approving Mission & Vision Statements 8-30-13
28	Board of Trustees Agenda to Approve Mission & Vision Statements 7-2-13
29	Board of Trustees Minutes Approving Mission & Vision Statements 7-2-13
30	2013-2017 Strategic Plan Priorities Year 2014-2015
31	Strategic Plan 2014-2015 Assessment Matrix
32	Planning Charette Information 4-11-13
33	Student Success Committee Minutes Discussing Mission Statement 5-2-13
34	BP 2010 Board Membership
35	BP 2012 Role of the Board

36	Board of Trustees Minutes Appointing Deborah Ikeda as Campus President 6-5-12
37	Clovis Community College Center Organizational Chart
38	District Admin Organizational Chart 6-18-14
39	Educational Master Plan 2010
40	Capacity Report FA14
41	ACCJC Letter Approving Sub Change for Reedley College 5-14-13 ACCJC Letter Approving Sub Change for Reedley College Distance Ed 5- 19-14
42	
43	Program Review Cycle Three Handbook
44	Duty Day Agenda FA14
45	SLO Workshops SP14
46	SLO & Assessment Blackboard Website
47	SLO-PLO-GELO Discussion Group 1 3-5-14
48	SLO-PLO-GELO Discussion Group 2 3-28-14
49	SLO-PLO-GELO Discussion Group 4 2-26-14
50	SLO Discussion Groups SP14
51	Curriculum Committee Minutes 3-3-14
52	Curriculum Committee Minutes 5-12-14
53	AR 4030 Academic Freedom
54	BP 4030 Academic Freedom
55	Integrated Planning-Participatory Governance Handbook 2014-2015
56	SCFT Full-Time Faculty Contract
57	Faculty Handbook 2014-2015
58	AR 7122 Duties and Responsibilities of Instructors
59	Minimum Qualifications for Faculty and Admin
60	Full-Time Faculty List with Degrees FA14
61	Student Services Information
62	CCC Apply Website
63	Admissions Application Paper Version
64	Library Brochure
65	Library Online Research Databases
66	Final Budget 2014-2015
67	Financial Audit Report 6-30-13
722	Willow International Eligibility for Candidacy Application
850	ACCJC Warning Letter to Fresno City College February 1, 2012
851	ACCJC Warning Letter to Reedley College February 1, 2012
852	Fresno City College Follow Up Report October 15, 2012
853	Reedley College Follow Up Report October 15, 2013
854	ACCJC Reaffirm Letter to Fresno City College February 11, 2013
855	ACCJC Reaffirm Letter to Reedley College February 11, 2013

<b>856</b>	Fresno City College Follow Up Report October 15, 2013
<b>857</b>	Reedley College Follow Up Report October 15, 2013
<b>858</b>	Fresno City College Commission Action Letter - February 7, 2014
<b>859</b>	Reedley College Commission Action Letter - February 7, 2014
<b>860</b>	Assessment of District Planning Processes Retreat Agenda 06-16-14
<b>861</b>	SCCCD Strategic Plan 2012-2016
<b>862</b>	Fresno City College Strategic Plan 2013-2017
<b>863</b>	Reedley College Strategic Plan 2013-2017
<b>864</b>	Willow International CCC Strategic Plan 2013-2017
<b>865</b>	District Strategic Planning Committee Operating Agreement and Membership
<b>866</b>	District Strategic Planning Committee Minutes - Fall 2013
<b>867</b>	District Strategic Planning Committee Scorecard Assessment
<b>868</b>	District Strategic Planning Committee Planning Glossary
<b>869</b>	District Strategic Planning Committee Minutes - Spring 2014
<b>870</b>	SCCCD 2013-2016 Strategic Plan Annual Board Report
<b>871</b>	SCCCD Integrated Planning Model and Manual October 10, 2013
<b>872</b>	SCCCD Strategic Plan Annual Assessment
<b>873</b>	Academic Senate Minutes for Technology Agreement from FCC, RC and WI
<b>874</b>	2013 Scorecard Presentation to Board of Trustees - February 4, 2014
<b>875</b>	Board of Trustees Minutes December 10, 2013
<b>876</b>	SCCCD Integrated Planning Model and Manual
<b>877</b>	SCUP Institute Participant List
<b>878</b>	Chancellor's Cabinet Summary - August 5, 2013
<b>879</b>	Administrative Services Unit Review Presentation to Board of Trustees - November 7, 2013
<b>880</b>	Board of Trustees Minutes - November 7, 2013
<b>881</b>	Administrative Services Unit Review (ASUR) Minutes
<b>882</b>	Campus Presidents Selection of Committee Members and Minutes for Grant Process
<b>883</b>	Chancellor's Cabinet Summary - February 10, 2014
<b>884</b>	Grant Approval Process - Draft
<b>885</b>	Districtwide Enrollment Management Taskforce (EMT) Charge and Membership
<b>886</b>	District Decision Making Taskforce (DDMT) Charge and Membership
<b>887</b>	Chancellor's Cabinet Summaries - December 2013
<b>888</b>	Enrollment Priorities Draft
<b>889</b>	Decision Making Resource Manual
<b>890</b>	SCCCD Districtwide Facilities Master Plan
<b>891</b>	Districtwide Facilities Committee Meeting Minutes Fall 2013 and Spring 2014

- 892 Board of Trustees Minutes - July 2, 2013
- 893 WICCC Needs Assessment Presentation 10-10-13  
Willow International Community College Needs Assessment Board Items  
and Resolution
- 894 Willow International Community College Needs Assessment
- 895 Board of Trustees Minutes - October 10, 2013
- 896 CampusWorks Meeting Schedule - February 2014
- 897 Communications Council Summary - March 2014
- 898 SCCCCD Technology Plan DRAFT  
Technology Visioning Statement (Draft) to Board of Trustees - October 10,  
2013
- 900 Board of Trustees Minutes - June 3, 2014
- 901 Candidacy Letter from ACCJC dated March 6, 2013
- 902 ACCJC Letter for Initial Candidacy Confirmation dated April 4, 2013
- 903 Willow International Community College Center Organizational Chart
- 904 Signature Program Definition and Application Template DRAFT
- 905 Signature Programs Taskforce Minutes - Fall 2013
- 906 Chancellor's Cabinet Summaries - September 2013
- 907 Communications Council Summaries - October 2013
- 908 District Budget and Resource Allocation Advisory Committee Minutes -  
Fall 2013
- 909 District Budget and Resource Allocation Model
- 910 Board of Trustees Minutes - January 14, 2014
- 911 District Budget and Resource Allocation Modified Model  
District Budget and Resource Allocation Advisory Committee Minutes -  
May 2014
- 912 HR Staffing Plan Taskforce Minutes for Fall 2013 - Spring 2014
- 913 Chancellor's Cabinet Summaries - January 2014
- 914 Chancellor's Cabinet Summaries - March 2014
- 915 Human Resources Staffing Plan Draft
- 916 District Institutional Research Notes - Fall 2013-Spring 2014
- 917 Chancellor's Cabinet Summaries - May 2014
- 918 SCCCCD Action Plan Report  
Information Technology Assessment Review and Security Audit Crosswalk  
- October 10, 2013
- 921 2016-2020 Five Year Construction Plan
- 922 District Strategic Planning Committee Minutes - Fall 2014
- 923 Strategic Plan Assessment to Board of Trustees - October 2014
- 924 Board of Trustees Minutes - October 7, 2014
- 925 Board of Trustees Minutes - September 2, 2014
- 926 Reedley College Comprehensive Evaluation Report 12-04-2011
- 927 Communications Council Summaries - Fall 2012
- 928

<b>929</b>	Board of Trustees Minutes - September 4, 2012
<b>930</b>	Board of Trustees Minutes - October 2, 2012
<b>931</b>	Chancellor's Cabinet Summary - November 5, 2012
<b>932</b>	Board of Trustees' Retreats - April 2012-2014
<b>933</b>	Chancellor's Cabinet Summaries - Spring 2011
<b>934</b>	Communications Council Summaries - Spring 2011
<b>935</b>	Chancellor's Cabinet Summaries - Fall 2011
<b>936</b>	Communications Council Summaries - September 27, 2011
<b>937</b>	Chancellor's Cabinet Summaries - Spring 2012
<b>938</b>	Communications Council Summary - March 27, 2012
<b>939</b>	Chancellor's Cabinet Summaries - Fall 2012
<b>940</b>	Chancellor's Cabinet Summary - April 24, 2013
<b>941</b>	Communications Council - April 30, 2013
<b>942</b>	Communications Council Summary - December 3, 2013
<b>943</b>	BP-AR 2510 - Participation in Local Decision-making
<b>944</b>	Communication Council Summary - April 29, 2014
<b>945</b>	DBRAAC Meeting Minutes - April 4, 2014

## Standard I

# Institutional Mission and Effectiveness



### Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

## **STANDARD I: Institutional Mission and Effectiveness**

**The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.**

### **I.A. Mission**

**The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.**

**I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

#### **Descriptive Summary**

The mission statement of Clovis Community College Center (CCCC) addresses the Center’s broad educational purpose, intended student population, and commitment to achieving student learning. The current CCCC Mission Statement is:

Creating Opportunities—One Student at a Time:

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community’s future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

The mission statement supports the State Center Community College District’s mission, which reads as follows:

State Center Community College District is committed to student learning and student success, while providing accessible, high quality, innovative educational programs and student support services to our diverse community by offering associate degrees, university transfer courses and career technical programs that meet the academic and workforce needs of the San Joaquin Valley and cultivate an educationally prepared citizenry.

The following table helps to describe the rationale that the Student Success Committee distilled from the charrette held April 11, 2013 for each bullet point of the mission statement:



<b>Excerpt from the CCCC Mission Statement</b>	<b>Rationale</b>
<i>Creating Opportunities—One Student at a Time</i>	<ul style="list-style-type: none"> <li>• Focuses on individual success as well as campus-wide success</li> <li>• Emphasizes importance of individuality</li> </ul>
<i>We embrace diversity and serve all students of the community;</i>	<ul style="list-style-type: none"> <li>• Demonstrates the Center’s dedication and commitment to diversity and student equity</li> <li>• Addresses ACCJC Standard by defining the intended student population</li> <li>• Demonstrates the Center’s desire to serve the entire community</li> </ul>
<i>We believe education is based on integrity, generosity, and accountability;</i>	<ul style="list-style-type: none"> <li>• Embraces core values of the Clovis Community College Center</li> <li>• Incorporates the core values into the mission statement</li> <li>• Aligns with General Education Learning Outcomes related to Personal Development</li> <li>• Demonstrates importance of accountability</li> </ul>
<i>We foster critical, creative, and engaged thinking</i>	<ul style="list-style-type: none"> <li>• Aligns with all major areas of CCCC’s General Education Learning Outcomes</li> </ul>
<i>We support student success by preparing students for their futures and for the community’s future through career/technical certificates, degrees, and transfer programs;</i>	<ul style="list-style-type: none"> <li>• Defines broad educational proposes as required by ACCJC</li> <li>• Aligns with the district mission statement</li> <li>• Meets Title 5 criteria for college missions in the California Code Section 66010.4</li> </ul>
<i>We cultivate community partnerships to enhance student learning and success;</i>	<ul style="list-style-type: none"> <li>• Promotes commitment of student learning by all campus employees</li> <li>• Indicates that student learning occurs campus-wide</li> <li>• Promotes the business and other community partnerships that help support student learning, active learning, job skills, and campus outreach</li> </ul>
<i>We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.</i>	<ul style="list-style-type: none"> <li>• Promotes all campus employees’ commitment to student learning</li> <li>• Grounds planning for all functions in data, research, and innovation</li> <li>• Demonstrates that all planning is conducted in an atmosphere of continuous improvement</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Promotes student learning-centered allocation of resources</li></ul> |
|--|--|

The Center’s planning process begins with the mission, vision, and values as stated in the CCCC Continuous Improvement – Collaborative Decision Making Process as described in the Integrated Planning/Participatory Governance Handbook from College Center Council 2013-2014. The Center’s process for planning and evaluation allows the Center to assess how effectively the Center’s programs and services reflect its mission. The mission and vision statements provide the foundation for all the Center’s planning processes. [Evidence: I.20, I.83]

The mission statement guides the planning and review cycle to ensure that it fully supports and constantly improves student learning through a process of assessment and evaluation. It addresses student learning, accountability, and assessment. It also expresses CCCC’s commitment to community engagement and diversity. [Evidence: I.42, I.43, I.84]

The common themes of diversity, full access, innovation, quality, and community involvement give purpose and direction to the CCCC’s planning, from student learning and support programs through facilities management, staffing, and future programs. These efforts begin and end with reference to the Center’s mission.

The Center presents itself to the community and the Center’s stakeholders (students, faculty, and staff) primarily through its mission statement. Every classroom at CCCC prominently displays the mission statement; internal and external correspondence includes it.

CCCC’s comprehensive curriculum offers general and specific educational opportunities and student services that help ensure student success. In addition, student and academic activities that focus on community involvement and diversity support the mission’s emphasis on community participation. For example, every winter the Planeteers Club, Alpha Gamma Sigma Honors Society, and the Associated Student Government facilitate a canned food drive to benefit the Povorello House of Fresno. The Associated Student Government also facilitates a Toys for Tots drive. Every March, many students participate in the annual “Kids Day” event, which benefits Children’s Hospital of Central California. Students usually raise between \$1,500 and \$2,000 at this event. [Evidence: I.19, I.45, I.53]

In terms of community service and outreach, community-based organizations utilize campus facilities. For example, the Clovis Chamber of Commerce Leadership Program participants meet at CCCC each month as part of a two-year leadership training program. Associated Student Body activities, such as the fall Rocktoberfest and Spring Extravaganza, include community-based organizations, local colleges’ representatives, green industry representatives, and college-related community groups as part of the outreach efforts to bring the community onto the campus.

CCCC also reaches out to the community through several speaker series. The Associated Student Government puts on events that serves to educate our students about cultural and educational issues. Speakers have included Fresno City Councilman Blong Xiong, Actor Michael Fosberg, Performer Nikiko Masumoto, and Reza Nekumanesh of the Islamic Cultural Center of Fresno.

The Fellowship of Christian Athletes club has had a speaker series for its club meetings, including athletes from the community such as Korrin Wild, Justin Soule, and Rachel and Becky Belman. The entrepreneurship program did a speaker series with seven workshops on topics ranging from intellectual property protection to managing social media for business. Speakers included Jake Soberal, CEO of Bitwise Industries; Juan Ortega, President of Grilled Chz Concepts; Betsy Hays, published author and Professor of Public Relations at California State University, Fresno; as well as others. CCCC always invites students, faculty, staff, and the public to these events. [Evidence: I.147]

CCCC publicizes many of its activities such as concerts, debates, lectures, and film as open to students of all ages as well as to the public. [Evidence: I.54, I.92, I.93, I.94, I.95, I.96, I.97, I.98, I.99]

In addition to a mission statement that guides CCCC programs, services, and activities, CCCC has developed a vision statement for the Center's future at the same time as and with the same process that the Center modified the mission statement. The vision statement is:

Clovis Community College Center is the college of choice for academic excellence, innovation, and student achievement.

Properly, this document looks forward, focusing on the future of CCCC. Moving forward requires that CCCC know the purpose and the values it honors. The mission statement provides the answer to purpose; the Center's core values are incorporated into both the vision and mission statements. These core values, such as integrity, generosity, and accountability, are the bedrock of the actions the Center takes in support of student success. [Evidence: I.89]

The vision statement supports and aligns with the vision statements of the district. Both the Center and the district emphasize student learning, success, access, and diversity through innovation and student support.

The State Center Community College District vision's statement is as follows:

State Center Community College District will demonstrate exemplary educational leadership to foster and cultivate a skilled workforce and an educated citizenry that is well prepared professionally and personally to contribute to our community.

CCCC, a comprehensive institution, offers 754 courses per year in 39 areas of study leading to associate degrees and certificates through Reedley College. The state-of-the-art facilities include over 175,000 square feet of classroom, laboratory, office, and student services space supported by the most current technology. As described in Standard III, plans for programs, staffing, and facilities guide the Center in its goals of expanding career technical, academic, and student support services in the future. [Evidence: I.36, I.50]

In accordance with the mission and vision, counselors for career, transfer, and academic success, and tutorial services support student success by helping students in specific disciplines. Specialized counseling services assist veterans and disabled students. The acquisition of external

funds has allowed the Center to provide additional support services through TRIO-Student Support Services and STEM (Science, Technology, Engineering, and Math) grants. Qualified students receive financial aid, and a professional staff assists students in applying for aid. A full-service library with a growing collection of resources and augmented by an inter-library loan program for the district gives students access to a large range of printed and electronic media.

Basic skills curriculum in reading, writing, study skills, and math support students who are underprepared for college work, and these students have access to tutorial services and workshops that help them acquire the necessary skills and discipline for success.

To support the mission of student learning, CCCC offers enrichment programs for students who qualify. These include an honors program, Alpha Gamma Sigma honors society, student government, and student organizations. For example, campus organizations include the Gay/Straight Alliance, Latter-Day Saint Student Association, Clovis Art Collective, and clubs for health, philosophy, and environmentalism. Through the State Center Community College District, students can participate in a variety of sports and educational study abroad programs. [Evidence: I.54, I.55]

The Center and district's online educational and student services opportunities are equivalent to face-to-face services and jointly support and extend the Center's reach to non-traditional students including, but not limited to, the disabled and remote populations. This supports the mission to provide educational opportunities to a diverse population. Students may receive academic and career counseling online and enroll and participate in approximately 26 online class offerings (some in multiple sections). The Tutorial Center is training tutors to use CCC Confer in preparation for launching online tutoring directly from CCCC. A district Blackboard Help Desk, which is available to answer questions and assist with course software problems, supports students. The district library system has a variety of databases and other resources that allow the online student to conduct research and complete reading without visiting the campus, and it also offers students the ability to check out books from any library in the district and have them delivered to the campus closest to the student. [Evidence: I.36, I.50, I.69, I.148]

The mission statement also includes the Center's commitment to the review and research processes that lead to the improvement of student learning, programs, and services. As explained in detail Standard IIA, one of the most significant outcomes of Program Review for academic programs is the revision of student learning outcomes, which become part of the course outlines of record (COR) and drive the next cycles of student learning outcome assessment, reporting, and evaluation. Although faculty often change the outcomes more frequently than during the periodic program review, they accomplish a complete analysis for revision and articulation with the program learning outcomes and the general education learning outcomes as a regular part of the program review. This also ensures that each class and program remains supportive of the Center's mission statement. [Evidence: I.31, I.46, I.49, I.68, I.147]

### **Self Evaluation**

CCCC meets this standard. The mission statement drives the constant improvement efforts for better student learning and more effective programs and services through its focus on student learning and student success. In addition, CCCC's mission and vision statements align with those

of the district. [Evidence: I.46, I.49, I.68]

The mission and vision statements drive the program review process, a continuous systemic quality-improvement plan. The Program Review/Student Learning Outcomes Committee revises the processes for program review at the end of each full-college cycle and, if necessary, more often, to meet new challenges and opportunities. Thus, each Program Review leads to refinement, modification, and improvement that directly impact student learning and success.

CCCC's cyclical planning processes, including Program Review, Educational Master Plan, Strategic Plan, operational plans (e.g., Facilities, Technology, Enrollment Management, Matriculation, Student Success), and resource allocation requires reference to the mission statement as a part of the process. CCCC plans using a continuous, data-driven, systematic improvement process directed toward a commitment to the goals of student success and student learning through educational effectiveness. Collaborative planning includes a wide variety of stakeholders. For example, the College Center Council includes students, administrators, classified personnel, and faculty, all with a voice in achieving consensus. CCCC makes every step of planning transparent and widely communicates through meeting minutes, Blackboard postings, e-mails, etc., and planning meetings are open to visitors. CCCC also scrutinizes the planning process itself for possible improvements. Each spring semester the College Center Council reviews and, if necessary, adapts the evaluation and planning processes. The College Center Council notes the deliberation and any changes in its meeting minutes and publishes in the annually updated Integrated Planning/Participatory Governance Handbook from College Center Council 2014-2015 Handbook. [Evidence: I.39, I.101]

The Accreditation Survey conducted in Fall 2013 shows that 94 percent of the faculty and staff of CCCC believe that "the college center programs, services, and planning are consistent with the mission of the center" and 96 percent responded that "The mission statement defines the broad educational purposes, its intended student population, and commitment to achieving student learning." [Evidence: I.102 q. 1, 2]

The Community College Survey of Student Engagement (CCSSE), administered to students during Spring 2013 showed that 84 percent of the students responding indicated that their personal college experience was excellent or good. They also found the faculty, administration, and staff to be helpful and available. [Evidence: I.103]

CCCC's mission statement demonstrates its commitment to serving the diverse community. CCCC reaches out through the school relations specialist to the demographic groups represented in the community to ensure that the campus reflects the community. For example, CCCC representatives participated in the Clovis North High School's Annual United Black Men Leadership Conference, the Clovis West Chicano/Latino Success Conference, the Clovis High School Latino Conference, the CalWORKS Job Faire, the Central Valley Teen Parents Conference, and specific outreach opportunities for the Chukchansi Native American tribe.

The table below lists the area demographics for major ethnic groups as compared to CCCC's student population. Statistics for the area demographics are from 2010 U. S. Census Bureau data, and statistics for the school population are from CCCC's Institutional Researcher (Spring 2014).

<b>Ethnic Group</b>	<b>Area Demographic</b>	<b>CCCC</b>
White	71%	44%
African-American	3%	4%
American Indian	1%	2%
Hispanic	26%	35%
Asian/Pacific Islander	11%	13%
Race/ethnicity unknown	-	2%

This chart demonstrates that CCCC’s student population is more diverse than its service area demographics, especially among students who come from ethnic groups that have traditionally not sought college educations. [Evidence: I.48]

Basic skills classes help underprepared students improve their skills so they are ready for the rigors of college work and careers. In order to support the mission, CCCC offers basic skills classes in English (Reading and Composition), math, and study skills. Tutorial services that are available to all students support these classes. [Evidence: I.36, I.50]

Statewide 40.5 percent of basic skills students successfully complete a basic skills course. Both Reedley College and Fresno City College show similar results for basic skills completion. CCCC’s experience is impressive by comparison: 81.8 percent of English basic skills students go on to successfully complete a higher level class in English, and 76.1 percent of math basic skills students go on to complete a higher-level class in math. [Evidence: I.2, I.3, I.65, I.116]

CCCC’s mission includes transfer as a goal. According to the National Student Clearinghouse, CCCC transferred 239 students to UC and CSU campuses after the 2012-2013 academic year and an additional 94 students to various other four-year institutions. That is a 26 percent transfer rate of students to UC or CSU schools whose last term was during the 2012-2013 academic year. [Evidence: I.3, I.91]

The breadth of CCCC’s career technical education (CTE) programs is reflected in a growing enrollment of 18 percent. Career Technical Education programs currently being offered at the CCCC include child development, information systems, business, water technology, and criminology. CCCC is developing future academic and CTE programs as part of the Future Program/Staffing and Facilities Plans as the district looks forward to future local bond measure initiatives. The Center has worked with the Deputy Sector Navigator for Health Sciences Careers (Doing What Matters) to identify appropriate CTE programs. This included review of regional labor market data and discussions at the Campus President’s Cabinet. In addition, the Campus President sits on the board for St. Agnes Hospital and for California Health Sciences University. Because of the Campus President’s relationships with those institutions, she understands and can plan to address the community’s needs. Based on this research, the Center plans to develop programs for occupational therapy technicians, physical therapy technicians, and pharmacy technicians. Currently, CCCC utilizes funding from the Career Advancement Academy Grant in offering a Water Technology program and Information Technology program. Although the funding for this program will end in 2015, the Center will institutionalize this program and fund

it through CCCC's base funding.

In regards to academic programs, the passage of SB 1440 and SB 440 requires that Associate Degrees for transfer play a significant role in future course and program additions. Also, the Student Success Taskforce recommendations influence the continued focus on increasing student success and student completion. The Student Success Committee utilizes the Student Success Taskforce Recommendations as a guiding plan for their student success initiatives. [Evidence: I.150, I.151, I.152, I.153]

### **Actionable Improvement Plan**

None

### **I.A.2. The mission statement is approved by the governing board and published.**

#### **Descriptive Summary**

The Board of Trustees approved CCCC's new mission statement on July 2, 2013. The Center publishes it in all major Center documents, posts it throughout the school buildings in each classroom, and adds it to administrator e-mails. This accomplishes the goal to have all stakeholders aware of the Center's mission in order to hold itself and others accountable. [Evidence: I.102, I.154]

#### **Self Evaluation**

CCCC meets this standard. CCCC revises its mission statement, which every standing committee on campus annually reviews during the fall semester, periodically through a collaborative process. The Campus President submits the resulting mission statement to the Board of Trustees for approval, and upon approval, CCCC publishes it widely and uses it as the foundation of planning.

Examples of publication of the mission statement include the Center's website, all administrator e-mails (external and internal), all major publications, and postings in every classroom on campus. The Campus President reads it at the beginning of the two Duty Days each year as a reminder of CCCC's commitment to its principles, and the College Center Council prints it on each College Center Council meeting agenda to remind members that the mission is central to the continuous improvement process. [Evidence: I.30, I.35]

The mission statement is in the center of CCCC's planning matrix, so every step of evaluation and planning requires reflection on the mission. In addition, the Accreditation Survey indicated that 93.9 percent of respondents agree and/or strongly agree that the "College Center's programs, series, and planning are consistent with the mission of the Center." Also, 96 percent of respondents indicated that the "mission statement defines the Center's broad educational purposes, its intended student population, and commitment to achieving student learning." [Evidence: I.102, I.139]

## Actionable Improvement Plan

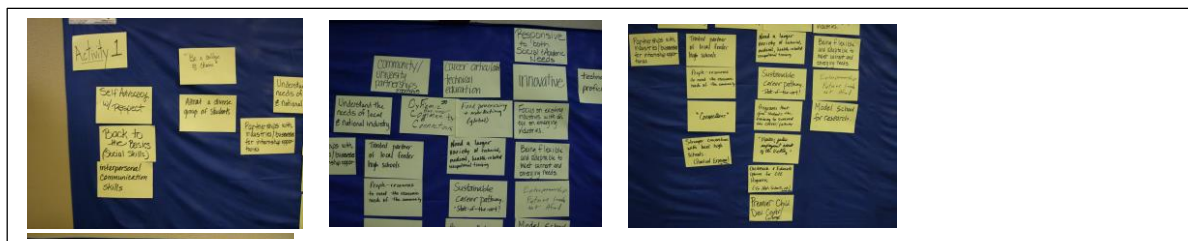
None

### I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

#### Descriptive Summary

The current mission statement went through a thorough review and modification process during Spring 2013. The Campus President initiated this process to review and modify the former mission statement to align with the district's 2012 Strategic Planning Council revised mission statement, vision statement, and strategic plan. Faculty, staff, and administration worked to revise the vision statement as the Center transitioned from a center to a college upon receiving Candidacy Status from ACCJC in March 2013.

The modification process of the mission statement began with a charrette held on April 11, 2013 in the CCCC Library. The charrette included campus, district (faculty, staff, students, and administration), and community representatives and focused on gathering input to rewrite a new mission and vision statements for the campus. Participants at the charrette completed activities that assisted the campus in developing a modified mission statement. Administration gathered input using a collaborative activity in which groups wrote feedback on eight-by-11-inch paper and then placed them on the wall for everyone to see. Discussion followed to identify and prioritize the direction of the Center. The Vice President of Instruction and Student Services collected this input and presented it to the Student Success Committee for review in developing a new mission statement.



[Evidence: I.155]

Starting in late April 2013, the Student Success Committee reviewed all of the feedback from the charrette. Utilizing this input, members drafted a mission statement to present to the College Center Council for a first read. The College Center Council, which consists of all campus constituency groups, approved the proposed mission statement in May 2013. The Board of Trustees then approved the mission statement on July 2, 2013.

To ensure the mission and vision statements remain relevant, every committee on campus reviews and discusses the vision and mission statements at its first meeting every year. The committees submit proposed changes to the College Center Council for review. If a revision is necessary, the College Center Council will create an ad hoc committee or standing campus committee to be charged with rewriting the mission statement to address any and all comments.



This ad hoc committee will consist of a broad range of representatives from all constituent groups (faculty, staff, students, and administrators). The College Center Council charges this committee with rewriting the mission statement to address any and all comments. After the ad hoc committee determines the new draft mission statement(s), a review and approval process takes place in which all constituents will have input on the mission statement(s), with the College Center Council and the Board of Trustees approving the final draft. [Evidence: I.39]

### **Self Evaluation**

CCCC meets this standard. During the last revision of the mission statement in Spring 2013, the Student Success Committee, comprised of administrators, instructors, and classified personnel, initiated a comprehensive process of reviewing and modifying the Center's mission statement. This process centered on input from the charrette that occurred on April 13, 2013, which the Student Success Committee later utilized to draft a proposed mission statement that the College Center Council and Board of Trustees then approved. [Evidence: I.71, I.72, I.74, I.144, I.155]

Upon the Board of Trustees' approval, administrators and staff attached the mission statement to all major Center communications. E-mails from administrators, faculty, and staff, and all newsletters list the mission statement. CCCC displays the mission statement on placards throughout the campus.

Other opportunities for participation and input occur through regular meetings of the College Center Council, Academic Senate, Classified Senate, and Department Chairs. All committees review the mission statement annually. [Evidence: I.10, I.39]

Furthermore, the program review process, which takes place every five years, involves making direct connections between the Center's mission and the programs it offers. By going through the program review process, the Center systematically assesses instructional programs, student support services, and administrative services using quantitative, qualitative, and student learning data to assess the degree to which programs and services effectively support the mission and the Strategic Plan. [Evidence: I.47]

### **Actionable Improvement Plan**

None

## **I.A.4. The institution's mission is central to institutional planning and decision making.**

### **Descriptive Summary**

As the foundation of the Center's planning process, CCCC faculty, administration, and staff use the mission statement in conjunction with the Educational Master Plan for an integrated planning process. CCCC implements the Strategic Plan based on the previous year's assessment of the Strategic Plan goals and objectives within the following basic themes:

- Student Success
- Student Access
- Teaching and Learning Effectiveness

- Economic and Workforce Development
- Communication
- Organizational Effectiveness
- Community and Resource Development
- Accreditation
- Fiscal Oversight

Each year, after a review of data and needs for each of these themes, administration, faculty, and staff prioritize Strategic Plan goals consistent with the mission statement. Faculty and administration develop these goals through dialogue at the Duty Day workshops, through specific committee reports, and through administrative review. Faculty and administration align the specific goals with the District Strategic Plan. As faculty and administration implement specific efforts, they gather data and review the programs for constant improvement and to determine future strategic goals.

As stated in the Educational Master Plan, “The most critical elements of planning are:

- [Clovis Community College Center’s] commitment to a process which engages in a deep, honest, self-evaluation
- Hard analysis and observation of community need
- Open-ended brainstorming of possibilities
- The making of clear choices, reflected in specific goals and objectives
- Realistic plans for implementation
- Setting realistic objectives in a timely manner is essential to successful planning.”

[Evidence: I.31]

The institution’s mission is central to the development of the Center’s planning and decision making process as evidenced by the Continuous Improvement- Collaborative Decision Making Process in which CCCC uses the cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation to improve student learning. Section I.B.3 describes this process in detail, with the mission and vision at the core of the process, resulting in all planning efforts revolving around the mission statement. [Evidence: I.39]

To focus planning and decision making, the Center has developed the 2013-2017 Strategic Planning Matrix, which shows the interrelationships among Strategic Plan goals, the Educational Master Plan, accreditation Actionable Improvement Plans, and the district Strategic Plan goals. This plan includes the Mission Statement as a reminder that each step of planning and each decision must support our mission. [Evidence: I.64]

The Center's budget development process and allocation of funds integrates the strategic planning goals and objectives. As described in Standard III. D.1.d, each fall the process for financial planning and budget development begins with a collaborative effort by administrators, faculty, and staff. In building the discretionary budget, each department may request additional resources for program needs as identified through program review recommendations. Completing an Action Plan Funding Request form defines the proposed project or budget request, along with the connection of the funding request to the strategic planning goals and

objectives, Educational Master Plan, Enrollment Management Plan, Technology Plan, Student Success Plan, student learning outcomes, or any other planning document which justifies the support of the request. All staff receive this form via email, and the CCCC website houses the form. [Evidence: I.41, I.79, I.107]

Department chairs, on behalf of department members, present these requests at College Center Council meetings. The College Center Council consists of the Campus President (co-chair), Vice President of Administrative Services (co-chair), Vice President of Instruction and Student Services, deans of instruction and students, Department Chairs, Academic Senate President, Past Academic Senate President, Classified Senate President, Classified Representative, Secretary to Campus President, Associated Student Government Representative, Student Learning Outcomes Coordinator, Program Review Coordinator, Director of Student Success, Equity, and Outreach, Director of Technology, Institutional Researcher, and an adjunct faculty representative. [Evidence: I.143]

Through the collaborative decision-making process, this broad-based body of constituents evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans as well as accreditation requirements. As mentioned above, all of these plans contain goals, objectives, and activities which are reflective of the mission of the institution. [Evidence: I.39, I.100, I.133]

### **Self Evaluation**

CCCC meets this standard. The mission and vision of the institution form the core of the Continuous Improvement-Collaborative Decision Making Process described in section I.B.3, with all planning efforts revolving around these elements. Also, the Educational Master Plan, Strategic Plan, and operational plans (e.g., technology, enrollment management, student success, facilities, and matriculation) tie to the mission statement, and the College Center Council reviews these plans for consistency with the mission and vision of the institution.

Program Review reports include direct discussion of how the program supports the mission statement, as well as the allocation of resources by tying the funding requests to existing Program Review recommendations or planning goals and objectives. [Evidence: I.47]

To ensure that the mission statement remains central to the decision-making process, administration distributes it throughout the campus community via posters, e-mail correspondence, and electronic screens in the Academic Center foyer, newsletters, and committee agendas.

The Accreditation Survey of faculty, staff, and administration conducted in Fall 2013 specifically addressed the mission statement through the following questions shown with the results:

1. The College Center's programs, services, and planning are consistent with the mission of the Center. (93.9 percent of the 99 respondents agreed or strongly agreed to this statement).

2. The mission statement defines the College Center’s broad educational purposes, its intended student population, and commitment to achieving student learning. (96.0 percent agreed or strongly agreed to this statement).

### **Actionable Improvement Plan**

None

### **I.B. Improving Institutional Effectiveness**

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

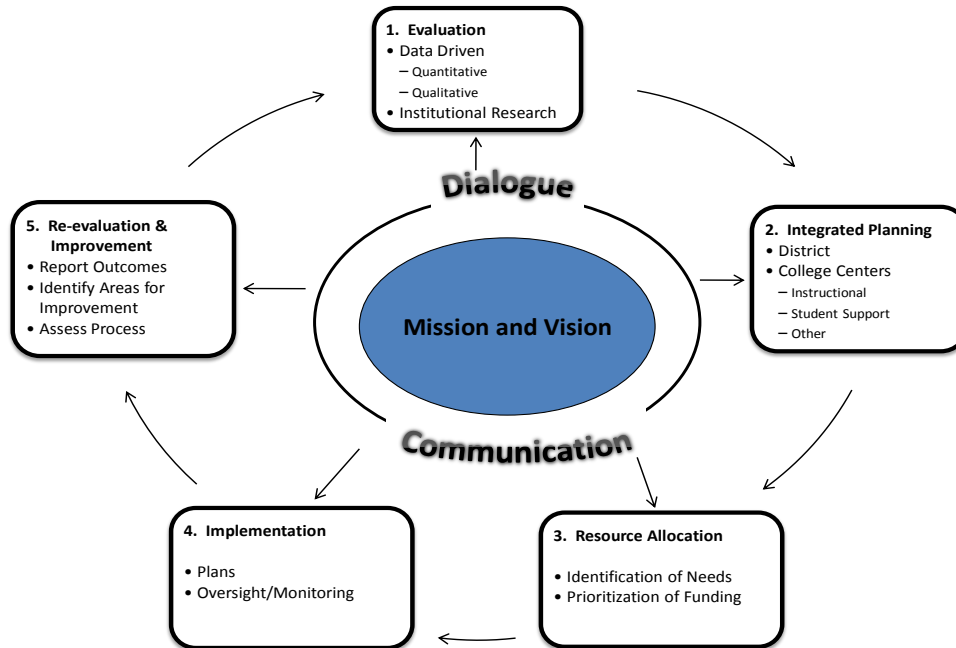
**I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

#### **Descriptive Summary**

Collaborative and continuing dialogue at CCCC aims to constantly improve the student learning environment and student achievement through appropriate allocation of resources and through programs and processes. All stakeholders have designated roles in the planning process, base planning on solid evidence, and refine it through constant re-evaluation. Stakeholders have access to the entire planning process as described in the Faculty Handbook and in the Integrated Planning / Participatory Governance Handbook. [Evidence: I.34, I.39]

The Center accomplishes this improvement through a process of planning and implementation that uses research to create plans consistent with its mission. At every step, the key component of collaborative discussion takes place during planning. CCCC allocates resources on the basis of these plans and implements plans while maintaining strict oversight and monitoring (both subjective evaluation with the program and data analysis) to create reports for re-evaluation of plans. This information, in turn, leads to further planning, refinement, or change. The following chart provides a graphic model of the Center’s Continuous Improvement – Collaborative Decision Making Process:

### Continuous Improvement – Collaborative Decision Making Process



Throughout the planning processes, communication is key. Faculty, staff, and administration have established a culture of communication through extensive formal and informal dialogue with stakeholders through newsletters and meeting minutes and through ready access to data and meeting minutes on the Clovis Community College Institutional Planning website on the Blackboard portal, readily available to all stakeholders. Some pages have private pages, accessible to password holders, for confidential information.

Discussions and review of data occur at the College Center Council, Program Review/Student Learning Outcomes Committee, Flex Day activities, and the Student Success Committee to name a few. Through these five steps of the Center’s integrated planning model, ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes take place:

**(1) Evaluation**, driven by qualitative and quantitative data, enriches conversations with appropriate stakeholders. Decision-makers draw on such tools as surveys; community conversations; Program Reviews; student learning outcome assessments for courses, programs, and general education goals; and the Student Success Scorecard. CCCC is in the process of transitioning from a part-time researcher to a full-time researcher which is a part of CCCC’s transitional Staffing Plan. The Center will have a full-time Institutional Researcher in place by the end of the Spring 2015 semester. The Center draws additional data from the SCCC Institutional Research Department, which maintains a data bank webpage available to all stakeholders ([www.ir.sccd.com](http://www.ir.sccd.com)). [Evidence: I.4, I.13, I.14, I.15, I.16, I.17, I.18, I.38, I.46, I.49, I.68, I.88, I.102, I.103]

**(2) Integrated planning** ensures the CCCC Strategic Plan fully supports the SCCCD Strategic Plan and so strategic goals directly affect the overarching goal of continual improvement of student learning through innovative and sound instructional programs and through student support programs such as tutorial and library services.

CCCC has developed various planning documents and engages in the cycle for improvement and revision as necessary. For example, through consultation and collaboration among the faculty, classified staff, student representatives, and administration, the Center developed an Educational Master Plan and a four-year Strategic Plan with annual updates, and living plans for enrollment management, student success, matriculation (Student Success and Support Program), technology, and future needs (Program Reviews and annual reports, facilities, and staffing). Additionally, the Needs Study Report that CCCC submitted to the state Chancellor's Office has also provided insight and direction for the Center. [Evidence: I.31, I.32, I.58, I.62, I.87, I.88, I.105, I.106]

The College Center Council has responsibility for the process of developing and implementing a plan. In Fall 2014, the College Center Council established the Strategic Planning Subcommittee to assist the College Center Council committee with the planning and assessment of the Center's Strategic Plan. This subcommittee consists of the Institutional Researcher, Vice President of Instruction and Student Services, two faculty (instructional and non-instructional), and a student. The Campus President's Cabinet approved the subcommittee during the Campus President's Cabinet and the College Center Council meetings. [Evidence: I.110, I.156, I.157]

The College Center Council includes representatives of all constituent groups (administration, faculty, classified, and students). As stated in Integrated Planning/Participatory Governance Handbook from College Center Council 2014-2015, the College Center Council aims to "assess and improve upon the existing process of evaluation, planning, and improvement for the Clovis Community College Center, with an emphasis on the Center's strategic planning and implementation processes. As a result, the planning cycle of evaluation, goal setting, resource allocation, implementation, and reevaluation will become part of the organizational culture of the center." [Evidence: I.39]

**(3) Resource allocation**, an integral part of the planning process, begins with identification of needs. Although the district determines and allocates the general budget, the College Center Council plans and approves most of the projects not covered by the general fund. Faculty and staff members complete an Action Plan Funding Request, which identifies projects and expenditures that may be covered by lottery funds, grant funds, etc. The form requires that the project directly support the mission statement and specific planning documents (Strategic Plan, Enrollment Management Plan, Student Success Plan, etc.) and/or to Program Review or student learning outcomes assessments. The request also requires that the originator establish a time line, set goals, explain the need for the funds, and designate an individual responsible for the implementation and monitoring of the project. [Evidence: I.79, I.107]

As a part of resource allocation, a Staffing Plan establishes future needs for academic and classified personnel to provide for growth and establish sufficient personnel for all college functions currently performed on CCCC's behalf by Reedley College. The Campus President's

Cabinet regularly reviews this Staffing Plan to ensure the Center meets its staffing needs. [Evidence: I.72, I.73, I.88]

The deans of instruction and student services in collaboration with discipline faculty, the Vice President of Instruction and Student Services, and the Campus President, develop externally-funded grant resources and community partnership resources to ensure appropriate expenditures.

**(4) Implementation.** Once the College Center Council approves resources and makes them available, responsible individuals in cooperation with administration and appropriate faculty and staff implement the program and make regular reports to the College Center Council for oversight. [Evidence: I.39, I.72, I.73]

**(5) Re-evaluation and improvement.** The Institutional Researcher collects qualitative and quantitative data, compares data with the goals of the program, and those results guide decisions. Through the collaboration and consultation with stakeholders, the College Center Council may set new goals, change processes, or make other changes to ensure effective utilization of resources that support the goal of student learning. [Evidence: I.15, I.18, I.39, I.72, I.73]

The availability of materials generated by committees and programs makes the work at CCCC transparent to the community, potential and current students, and to out-of-area potential stakeholders such as distance education students. Interested persons use CCCC web resources, thus allowing both on-site and remote participants to be involved and connected with CCCC.

### **Self Evaluation**

CCCC meets this standard. Results from the Accreditation Survey conducted in Fall 2013 support the engagement of the program review process, with a cumulative 92.6 percent of respondents marking either “agree” or “strongly agree” when asked if “Review of programs and services is integrated into the College Center’s planning process.” [Evidence: I.102 q. 4]

Regarding campus-wide participation in the dialogue and communication process, faculty and staff stated in the same survey that they had adequate opportunities for input, with 94.7 percent choosing “agree” or “strongly agree” in response to the statement that “The College Center’s planning process is broad-based, offering opportunities for input by all constituencies through established processes and committees.” Faculty and staff value this engagement in the process as evidenced by the survey respondents’ overwhelming agreement with the statement that the “College Center facilitates an ongoing dialogue about improving student learning and institutional processes,” with 93.8 percent strongly agreeing or agreeing with the statement. [Evidence: I.102]

In consultation with faculty, the SLO Coordinator has established processes for evaluating student learning. Since 2008, the SLO Coordinator has given presentations or workshops on SLOs almost every Duty Day. During a series of SLO workshops held during the Spring 2014 semester, the SLO Coordinator met with faculty SLO workgroups to address SLO-related questions, review reporting policies and deadlines, and review and update, where necessary, SLO-PLO-GELO mapping grids and assessment timelines. [Evidence: I.21, I.22, I.23, I.24, I.25, I.26, I.27, I.28]

An example of campus-wide dialogue and communication occurred Fall 2014 Duty Day when faculty and staff reviewed all of the Strategic Planning Agendas, which resulted from the accreditation self-evaluation process, and identified which objectives CCCC has met and suggested specific strategies to reach the remaining objectives. [Evidence: I.63, I.104]

### **Actionable Improvement Plan**

None.

**I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposed. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

### **Descriptive Summary**

The criteria used to set goals come from multiple data sources. Data outlined in the Educational Master Plan provide the foundation for CCCC's long-term goals, while the 2013-2017 Strategic Plan contains data that drive the next year's planning goals and objectives. These data include community demographics, trends, and the full-time to part-time faculty ratio by institutional departments and enrollments. Program review is also data-driven, and the College Center Council reviews the resulting recommendations that the Program Review/Student Learning Outcomes Committee has substantiated. Programs produce reports from their respective reviews, available on the CCCC PR/SLO Blackboard site. Student learning outcome assessment tools are now in place, and faculty are assessing learning outcomes systematically. Faculty analyze and use student learning outcomes assessment data to improve instruction and student services continuously. Similarly to Program Reviews, faculty share student learning outcomes, assessment tools, and data derived from assessment implementation on Blackboard. Faculty use funding such as grants, awards, and California State Lottery funds to support institutional improvement and set fiscal goals as formally laid out in the annual budget.

All members of the CCCC community understand and participate in the goal-setting process, and as a result, both develop goals they believe in and work hard to reach them. The Faculty Handbook and Integrated Planning/Participatory Governance Handbook from College Center Council 2013-2014 outline the processes used in establishing the annual goals and objectives. Monthly board reports and e-mail correspondence communicate the process used in allocation of resources through Action Plan Funding Requests. On Duty Day, CCCC faculty, staff, and administration validate goals and priorities for the 2013-2017 Strategic Plan. [Evidence: I.34, I.39, I.62, I.108]

CCCC monitors success in meeting goals by regularly assessing the Strategic Plan. To formulate the next year's goals and objectives, CCCC uses data from the Strategic Planning Matrix. In addition, to ensure the coherence of the Strategic Plan with other documents, the administration uses the 2013-2017 Strategic Planning Matrix to align the Strategic Plan, Educational Master Plan, accreditation Actionable Improvement Plans, and the Campus President's goals. Lottery funding supports instruction, student services, and operational services based upon the Strategic



Plan as well as departmental Action Plan Funding Requests, the Educational Master Plan, Technology Plan, Enrollment Management Plan, Matriculation Plan, and Student Success Plan. [Evidence: I.59, I.64, I.109]

The Center utilizes a Strategic Plan that includes clear and measurable goals that align directly with the goals of the district Strategic Plan. Faculty, staff, and administrators also collaborate to identify priorities for each academic year. This process includes campus participation coupled with data metrics in identifying goals that have been completed. For example, the College Center Council along with the Accreditation Steering Committee completed a strategic plan prioritization process in 2013-2014. The Center's Institutional Researcher verified these results and shared them with the College Center Council. During the Duty Day activities on August 7, 2014, the Vice President of Instruction and Student Services led a campus-wide workshop to repeat the Strategic Plan prioritization process. Again the Institutional Researcher verified the results and shared the final Strategic Plan priorities at the College Center Council for discussion. [Evidence: I.62, I.63, I.104]

The Center has created a Strategic Plan Annual Report that summarizes the progress made thus far in achieving the Center's goals. As a result, members of the institution can see real data of the degree to which it has met goals and objectives. In addition, the Center works with the Vice Chancellor of Educational Services in creating a Using the Strategic Plan Outcomes Matrix. This matrix ensures the coherence of the Strategic Plan with other documents such as the Educational Master Plan, accreditation Actionable Improvement Plans, and the district Strategic Plan. [Evidence: I.64, I.109]

### **Self Evaluation**

CCCC meets this standard. The 2013-2017 Strategic Plan included nine goals. CCCC has already fully or substantially fulfilled three goals. For example, the Center met the objective to implement a process to identify gaps in program needs that could be addressed through appropriate grants and other resources. Faculty, staff, and administration prioritized objectives and established objectives for 2014-2015, 2015-2016, and 2016-2017. Annually reviewing the Strategic Plan on Duty Day involves all major stakeholders, assuring that institutional members understand these goals and work collaboratively toward their achievement. [Evidence: I.62, I.63, I.109]

During Fall 2014 Duty Day, the faculty, administration, and staff met together and collectively reviewed each of the 2013-2017 Strategic Plan goals as part of a prioritization process. Faculty, staff and administration participated in this prioritization activity. Participants reviewed the Spring 2014 priorities and worked in groups in determining the level for all of the goals in the Strategic Plan. Groups determined if they thought each goal was considered complete, ongoing, 2014-2015, 2015-2016, or 2016-2017 goals. Each group shared and discussed its results with the all of the participants until consensus was met for each goal classification. As result of this activity, CCCC updated the 2013-2017 Clovis Strategic Plan Prioritization. [Evidence: I.35, I.104]

Participants in the process agree that the dialogue and review process has a positive impact on planning. Results of the Accreditation Survey conducted in Fall 2013 indicated that 92.6 percent

of the respondents agreed or strongly agreed that the “review of programs and services is integrated into the College Center’s planning progress.” An example given for this survey was that “Program review recommendations are reviewed by the College Center Council and Strategic Planning for Implementation.” This indicates strong support for the value of the program review process in actual implementation of improved day- to-day teaching, counseling, and other student-oriented functions of the Center. [Evidence: I.63, I.102 q.4]

During Fall 2014, the Vice President of Instruction and Student Services and the Institutional Researcher presented the 2013-2014 Clovis Community College Center Strategic Plan Annual Update. Members of the College Center Council reviewed the report, made suggestions, and the College Center Council approved the report in December 2014. The 2013-2014 Clovis Community College Strategic Plan Annual Update report describes all of the goals that were determined to be “complete” as part of the Duty Day activity described above, including supporting evidence. The 2013-2014 Clovis Community College Center Strategic Plan Annual Update Report replaces the previous method of the assessment matrix in assessing and analyzing the Center’s Strategic Plan. [Evidence: I.64, I.72, I.73, I.109]

Additionally, during Fall 2014, the College Center Council approved the Vice President of Instruction and Student Services’ and the Institutional Researcher’s proposal of a Strategic Planning Sub-committee. In order to meet the needs of assessment, planning, and continuous improvement, the College Center Council approved the establishment of a planning subcommittee charged with overseeing all areas of strategic planning in November 2014. This committee will be a small working group that addresses the campus’s needs for ongoing strategic planning and assessment. This committee consists of the Vice President of Instruction and Student Services, the Institutional Researcher, one instructional faculty, one non-instructional faculty, and one student. [Evidence: I.72, I.73, I.110]

### **Actionable Improvement Plan**

The institution will improve its ability to monitor, assess, and track data for Program Review, student learning outcome assessments, and institutional planning by implementing the use of TracDat, a strategic planning software system.

**I.B.3. The institution assesses progress toward achieving its state goals and makes decision regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

### **Descriptive Summary**

The Center engages in decision-making processes that are cyclical and ongoing. Institutional planning begins with the district’s Board Policy 3250 on Institutional Planning. This policy ensures that the district “implements a broad-based comprehensive, systematic and integrated system of planning.” The Center’s planning processes consists of both short-term and long-term planning components. The integrated planning process relies on the Center’s model, called the Continuous Improvement – Collaborative Decision Making Process model, to drive the cyclical planning and assessment processes. This planning process has five major steps: evaluation, integrated planning, resource allocation, implementation, and re-evaluation (as also described in

I.B.1). This planning process includes regular review of the plans and planning process that the Center's mission and vision statements drive. The Center's planning processes include evaluation of the planning processes via Program Review, assessment of student learning outcomes, Strategic Planning Annual Reports, Action Plan Funding Requests, and campus-wide surveys. The action plan process (for requesting resource allocations) is integrated with the multiple planning processes of the Center. [Evidence: I.39, I.111]

The Center employs the following resources to guide the Center's planning processes: the Educational Master Plan, the Needs Assessment Report, the District's 2012-2016 Strategic Plan, the Enrollment Management Plan, the Student Success Plans (Student Success and Support Program Plan and Student Equity Plan), and the Distance Education Handbook/Strategic Plan. Each plan is integrated into the work of the College Center Council and its subcommittees and is key to the resource allocation process.

One of the Center's major planning processes is program review. There are two major categories of the Program Review reports. The first is the comprehensive program review process. This process follows a five-year cycle and includes all instructional and non-instructional programs to submit a comprehensive five-year Program Review. The comprehensive program review process includes all instructional programs, non-instructional programs, and administration. The Center's comprehensive program review process systematically assesses instruction using qualitative and quantitative data for the purpose of demonstrating, improving, and communicating program effectiveness; identifying program strengths and difficulties and emerging trends; and facilitating improvements through substantiated goals. The comprehensive Program Review report also demonstrates how programs and services effectively support the mission, vision, Strategic Plan, and Educational Master Plan. All of these elements are included in each comprehensive Program Review report and rigorously reviewed by the Program Review/Student Learning Outcomes Coordinator. The Program Review Coordinator posts all comprehensive Program Review reports on the Program Review/Student Learning Outcomes Blackboard website. [Evidence: I.13, I.14, I.16, I.17, I.46, I.47, I.49, I.68]

Additionally, the comprehensive review report includes a section dedicated to student learning outcomes and program learning outcomes. Faculty, staff, and administrators highlight the results of their outcomes assessment results and subsequent improvement strategies. This section also includes any additional resources needed to support the improvement of student learning or address gaps found. These resources may include additional staffing/faculty, equipment, or technology. These request for these resources are also included in the goals section of the report that the Program Review/Student Learning Outcomes Committee substantiates at the end of each semester. If the committee substantiates the request, then the department representative will submit an Action Plan to support the request.

The substantiated goals that faculty, staff, and administrators identify during the comprehensive program review process are also critical in the Center's planning. These goals are a result of a reviewing the data and progress made within the department over the last five years. Department representatives (faculty, staff, and administrators) take this opportunity to evaluate the program from all perspectives. Once this is complete, they indicate goals at the end of the document that may or may not need additional resources. The Program Review/Student Learning Outcomes

Committee substantiates all of these goals via a rigorous review process each semester. These goals drive the planning of the department in support of the Center's mission and Strategic Plan.

Another important planning document is the Program Review/Student Learning Outcomes Annual Progress Report (APR). Faculty, staff, and administrators submit this annual report in updating progress towards the goals delineated from the most current comprehensive Program Review report. This annual progress report also includes addressing the assessment results of student learning outcomes and program learning outcomes. This document is also critical to the planning process as faculty, staff, and administrators include any new program needs and a rationale in the report. The co-chairs of the Program Review/Student Learning Outcome Committee present APRs annually to the College Center Council. The SLO Coordinator post all APRs on the Program Review/Student Learning Outcomes Blackboard website. [Evidence: I.15, I.46, I.49, I.68, I.113]

The Center's Strategic Plan is a four-year plan that addresses nine major areas: student success, student access, teaching and learning effectiveness, economic and workforce development, communication, organization effectiveness, community and resource development, accreditation, and fiscal oversight. The goals of the Center's Strategic Plan align directly with the district's Strategic Plan with the exception of goals 8 (accreditation) and 9 (fiscal oversight). These goals are vital to the Center's planning processes as the Center transitions from center to college status. [Evidence: I.58, I.62]

The Center faculty, staff, and administrators assess the objectives of each goal annually through a planning matrix and/or annual report. For the 2013-2014 academic year, the Vice President of Instruction and Student Services worked closely with the district's liaison to planning and accreditation in finalizing a matrix that lists all of the activities and data to demonstrate assessment and progress. During Fall 2013, collective representation from the College Center Council and the Accreditation Steering Committee participated in a prioritization exercise to review and prioritize all of the goals of the Center's 2013-2017 Strategic Plan. The Center's faculty, staff, and administrator use these results to categorize goals. Faculty, staff, and administration reviewed these goals again during the Duty Day Strategic Plan workshop. Campus-wide participants (faculty, staff, and administration) reviewed the goals and determined updated the goals to fall into one of the following categories: completed, ongoing, 2014-2015, 2015-2016, or 2016-2017. This allows the Center to have focus and clarity regarding its goals. Later in the semester, the Vice President of Instruction and Student Services presented the 2013-2014 Strategic Plan Annual Update report to College Center Council, and the College Center Council approved it in December 2014. [Evidence: I.64, I.109]

A collaborative decision-making process connects planning and resource allocation. The funding process for the overall operation of the district and its colleges and centers (unrestricted general fund budget) involves a series of meetings with the constituents followed by approval by the Board of Trustees. The College Center Council uses an Action Plan Funding Request form for the allocation of resources for projects not covered by the general fund budget. Lottery and grant funds (e.g., Perkins) require the individual faculty or staff member to complete the Action Plan form, which asks the writer to show how the funding will tie to specific planning documents (e.g., Educational Master Plan, Strategic Plan, Enrollment Management Plan, Technology Plan,

Student Success and Support Program Plan), and/or student learning outcomes and Program Review recommendations. A work plan in this document outlines the specific activities or items desired, funding needed, person responsible and timeline as well as organizational areas that the item/activity desired will impact. Based upon the budget development calendar, the College Center Council discusses the Action Plan Funding Requests and develops a prioritized list of funded plans each fall for the following academic year. [Evidence: I.31, I.32, I.39, I.79, I.87, I.88, I.105, I.107, I.109]

In terms of academic staffing, department chairs work collaboratively in prioritizing requests, which they send to the Campus President for consideration. The prioritization process for faculty is data-driven and includes multiple metrics in the request form. The Campus President shares the results of this prioritization process with the College Center Council. The Center's Staffing Plan indicates the number of faculty and classified positions. Section III.A of the self-evaluation describes this process in detail. [Evidence: I.77]

The deans of instruction and student services develop externally-funded grants and community partnerships (e.g., Workforce Investment Boards) in collaboration with the Vice President of Instruction and Student Services and district grant personnel. The district SCCCD Foundation also provides mini-grants for instruction and student support projects as well as student scholarships.

Institutional-set standards are another way the Center assesses progress towards achieving its goals. The development and implementation of institution-set standards came from the work of the Student Success Committee. The Institutional Researcher presented and vetted data in a variety of metrics so as to achieve an acceptable standard. The suggested standards are meant to be an institutional average or normal rate as opposed to a metric that the Center hopes to achieve. Once the Student Success Committee set the standards, the Institutional Researcher presented them to the College Center Council, which accepted the document and to whom the Institutional Researcher will give a report annually. [Evidence: I.13, I.14, I.15, I.16, I.17, I.18, I.72, I.73, I.118]

### **Self Evaluation**

CCCC meets this standard. The Center continues to participate in ongoing and integrated planning processes. Planning is clearly part of the Center's culture. With the five major steps of the Center's Continuous Improvement – Collaborative Decision Making Process, the Center is clearly at the Sustainable Continuous Quality Improvement level of the ACCJC's Planning Rubric for Evaluating Institutional Effectiveness. The Center continually engages in ongoing, robust, and pervasive channel of communication occurs relative to planning, resource allocation, and improvement. The Institutional Researcher collects and analyzes data as described above, with ongoing review and adaption of evaluation and planning processes done primarily through the College Center Council, department chairs, the Campus President's Cabinet, and Duty Days. [Evidence: I.35, I.72, I.73, I.107, I.158, I.159]

In addition, the 2013 Accreditation Survey indicated that the Center engages in ongoing dialogue and the Center's planning process. See the results summarized below.

<b>2013 Accreditation Survey Question</b>	<b>Percentage of respondents that indicated either “strongly agree” or “agree” to the question</b>
<b>3. The College Center facilitates an ongoing dialogue about improving student learning and institutional processes: Examples could include duty day workshops, Program Review process, Student Success Committee activities &amp; workshops (Basic Skills Initiative), Action Plans, Department meetings, etc.</b>	<b>93.8%</b>
<b>4. Review of programs and services is integrated into the College Center’s planning process. Examples could be how Program Review recommendations are reviewed by the College Center Council and Strategic Planning for implementation.</b>	<b>92.6%</b>

[Evidence: I.102]

Examples of evidence for each step of the Continuous Improvement Collaborative Decision Making Process that CCCC is using in the improvement of institutional effectiveness include the following:

One: Evaluation – The analysis of quantitative and qualitative data is the driving force behind the Center’s dialogue and integrated planning efforts. Examples of sources of data to be reviewed include survey results, community input through comprehensive program review reports, APRs (Annual Progress Reports), Educational Master Plan, SCCCD District Fact Sheets, and Strategic Plan 2013-2014 Annual Update reports, Strategic Planning Assessment Matrix, and other relevant data such as the Scorecard report (for Reedley College) from the California Community College Chancellor’s Office. [Evidence: I.6, I.13, I.14, I.16, I.17, I.18, I.47, I.59, I.64, I.65, I.109, I.113, I.116]

Up until November 2014, CCCC has shared an Institutional Researcher with Reedley College, during which 50 percent of her time was dedicated to CCCC. However, with additional funds from Student Equity, the Board of Trustees approved a full-time researcher on November 6, 2014. The Center will soon employ a full-time institutional researcher whose duties include the collection and management of data and information needed to support the evaluation component of the collaborative decision-making model. The SCCCD Department of Institutional Research provides additional statistical support used in the evaluation process. The SCCCD Department of Institutional Research website ([www.ir.sccd.com](http://www.ir.sccd.com)) provides the Center and community with accessible information about CCCC and the district. Also, the SCCCD Fact Sheets, issued annually, contain summary information on the district and its centers and colleges that CCCC uses as part of the data analysis for planning. [Evidence: I.38, I.52, I.114, I.115, I.117]

Two: Integrated Planning – The relationships among the various planning efforts at the district and the Center levels prove key to the efforts of integrated planning. The CCCC 2013-2017 Planning Matrix presents a graph of the interrelationships among various planning documents: the Educational Master Plan, previous year’s Strategic Plan goals, accreditation Actionable Improvement Plans, and the district Strategic Plan. The State Community College District’s Strategic Plan goals directly connect to the Center’s plans as evidence of continuity between the district and its colleges and centers. In regards to the integration at the site level, instructional programs, student support programs, and related support (e.g. library) inter-connect with the overarching goal of continuous improvement of student learning. [Evidence: I.6, I.7, I.59, I.63, I.64, I.104, I.109]

The College Center Council identified a four-year Strategic Plan starting in 2013 that it assesses on an annual basis. The College Center Council reviews the annual report of completed goals to ensure that the appropriate campus groups are making progress in achieving the Center’s goals. Faculty, administration, and staff are an integral part in prioritizing the goals of the Strategic Plan for each academic year. This allows the Center to focus on a set of particular goals each academic year. The Institutional Researcher, in collaboration with administration, establishes baseline data for the objectives as part of the evaluation of the progress made towards the respective goals. The Integrated Planning/Participatory Governance Handbook from College Center Council 2014-2015 includes a list of the committees and information on their respective roles. [Evidence: I.6, I.35, I.59, I.63, I.64, I.83, I.104, I.109]

Three: Resource Allocation – A collaborative decision-making process connects planning and resource allocation. The funding process for the overall operation of the district and its colleges and centers (unrestricted general fund budget) involves a series of meetings with the constituents followed by approval by the Board of Trustees. The College Center Council uses an Action Plan Funding Request form for the allocation of resources for projects not covered by the general fund budget. Lottery and grant funds (e.g., Perkins) require the individual faculty or staff member to complete the Action Plan Funding Request form, which asks the writer to show how the funding will tie to specific planning documents (e.g., Educational Master Plan, Strategic Plan, Enrollment Management Plan, Technology Plan, Student Success Plan), and/or student learning outcomes and Program Review recommendations. A work plan in this document outlines the specific activities or items desired, funding needed, person responsible and timeline as well as organizational areas that the item/activity desired will impact. Based upon the budget development calendar, the College Center Council discusses the Action Plan Funding Requests and develops a prioritized list of funded plans each fall for the following academic year. To close the loop in the planning of resource allocation, administrators, faculty, and staff submit an Action Plan Outcomes Assessment Form. Action Plan funding recipients completed the first cycle of this type of assessment in 2013-14. [Evidence: I.39, I.41, I.107, I.119, I.120]

Four: Implementation – Once finalization of the plans and resources occurs, the implementation process involves collaboration among the administration, faculty, and staff, depending upon the nature of the project and funding. The College Center Council conducts oversight of the implementation of the plans with regular updates on the projects conducted throughout the year. [Evidence: I.72, I.73]

Five: Re-evaluation and Improvement – This final step includes the process of collecting data and reporting the outcomes relative to the degree to which the project met the targeted planning goals, followed by the identification of areas for improvement. This information becomes the focus of dialogue and communication leading into step one (Evaluation) of the next cycle. Also, the College Center Council annually assesses the collaborative decision-making process itself, leading to modifications and further improvements of this model. [Evidence: I.34, I.39, I.46, I.49, I.64, I.68, I.101, I.109, I.121, I.122]

### **Actionable Improvement Plan**

None.

### **I.B.4 The institution provides evidence that the planning processes broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

#### **Descriptive Summary**

To ensure that CCCC provides an opportunity for input from all parties who have a stake in the development and continuous improvement of the institution, the Center has implemented processes that allow input by all appropriate constituencies. This Continuous Improvement-Collaborative Decisions Making Process, as described in detail earlier in this section, driven by continuous dialogue and communication using a number of standing committees, Duty Day discussions, and written and electronic communications, guides the planning and resources allocation process. Comprised of representatives from all constituent groups, the College Center Council engages in the decision-making process of evaluation and its oversight, integrated planning, resource allocation, implementation, and re-evaluation, along with the annual evaluation of the continual improvement process itself. [Evidence: I.43, I.85]

During Duty Day at the beginning of each semester, full-time faculty, administration, and classified staff participate in the decision-making processes. Examples include the selection of the mission statement, results of the previous year's Strategic Plan objectives and validation of draft goals and objectives for the year, the College Center Council's review of the Educational Master Plan and recommendations for improvement. [Evidence: I.35, I.36, I.72, I.73]

All interested parties can stay apprised of current planning processes by accessing planning documents and minutes of committee meetings posted on Blackboard and the CCCC website. [Evidence: I.80, I.112]

Regarding the allocation of resources, the institutional planning processes and the collaborative decision-making processes described earlier allow for the establishment of priorities among competing needs for funding. Each fall the process for financial planning and budget development begins with a collaborative effort by administrators, faculty, and staff. The process involves each department requesting additional resources for program needs as identified through Program Review recommendations. The process begins with members of constituencies completing an Action Plan Funding Request form that defines the proposed project or budget request. Vice President of Administrative Services e-mails this form to all staff and posts it on



the CCCC website. On behalf of their respective constituents, department chairs and classified managers present these funding requests at College Center Council meetings.

The College Center Council approves the CCCC budget development calendar each year, with an early October deadline for submission of Action Plan Funding Requests. Any staff member, faculty member, or administrator can submit an Action Plan Funding Request. To assist with this process, the Vice President of Administrative Services created an Action Plan Funding Request Guide and presented it to the College Center Council for their input and approval in Fall 2014. The calendar identified in the guide allows sufficient time for review of requests by department chairs, deans, the Campus President's Cabinet, with a final review by the College Center Council. The Campus President makes the final review of all Action Plan Funding Requests, and the process concludes in mid-December with the drafting of the approved projects and associated budget proposal for the following academic year. [Evidence: I.39, I.79, I.107]

In terms of obtaining external funds, the Center's Institutional Researcher, administration, and faculty work closely with the district's Director of Grants and External Funding to write and submit proposals for competitive grants. CCCC also obtains funding for categorical programs. The Finance Department at the District Office determines the final categorical funding for the Center. The majority of the grant-funded programs primarily support the success of students who are low-income and first-generation college students, to provide outreach programs, and support program development. [Evidence: I.123]

CCCC receives grant funding from the following: TRIO-Student Support Services and TRIO-STEM (Science, Technology, Engineering, and Math) grants; Perkins Act (VTEA) for its career technical education programs, computer/information systems, business, and child development programs; State of California Lottery funds; Basic Skills funds; Credit Matriculation; BFAP (financial aid); CalWORKS; and the State Center Community College Foundation Mini Grants program. [Evidence: I.128, I.129, I.130]

### **Self Evaluation**

CCCC meets the standard. The continual improvement planning process allows for broad-based participation in Center planning as well as resource allocation. The College Center Council serves as the key to this process as the umbrella organization. Membership in this committee includes representatives of the following constituency groups: administration, faculty (e.g. department chairs, Academic Senate President, Academic Senate Past President), adjunct faculty, classified senate, classified union (CSEA), research (Institutional Researcher), and students. [Evidence: I.139]

In addition, the following standing committees operate under the auspices of the College Center Council and play a major role in allowing for input by all interested parties relative to the planning process for the Center: Academic Senate (Curriculum, Academic Standards, Equivalency, Flex), Campus President's Cabinet, Commencement, Department Chairs, Distance Education and Technology Advisory Committee, Enrollment Management Committee, Environmental Health and Safety/Facilities, Honors Program Advisory, Library Liaison Committee, Literary Art Journal workgroup, Program Review/Student Learning Outcomes Committee, Scholarship Committee, Staff Development Committee, and the Student Success

Committee. Two committees, Sabbatical Leave Committee and Salary Advancement Committee, are still under the purview of Reedley College due to the bargaining unit restrictions at this time. [Evidence: I.139]

Results from the Accreditation Survey administered to CCCC faculty and staff in Fall 2013 indicated that an overwhelmingly majority of the Center’s respondents felt that “the College Center’s planning process is broad-based, offering opportunities for input by all constituencies through established processes and committees.” The results of this survey question are below. Additional evidence of this can be found in the minutes of the College Center Council and of the Academic and Classified Senates and in the meetings and surveys supporting the Educational Master plan, etc.

<b>2013 Accreditation Survey Question</b>	<b>Percentage of respondents that indicated either “strongly agree” or “agree” to the question</b>
<b>5. The College Center’s planning process is broad-based, offering opportunities for input by all constituencies through established processes and committees. Examples could include College Center Council, planning, Educational Master Plan, Academic &amp; Classified Senates, etc.</b>	<b>94.7%</b>

[Evidence: I.102]

**Actionable Improvement Plan**

None.

**I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

**Descriptive Summary**

The Center bases every step of planning and assessment on documented, outcome-based approaches, developed through cyclical reviews of data and experience. Faculty, staff, and administration communicate the results of planning and assessment efforts to all appropriate constituencies. For example, the Campus President presents a report at each semester’s Duty Day about the current and future planning strategies; the PowerPoint presentations from that report is posted on the Center’s website for anyone to review at his or her convenience. Written minutes, reports, and data analyses are available on Blackboard, and the College Center Council holds specific meetings for planning, which are open to interested stakeholders. [Evidence: I.30, I.108, I.112]

Each step of strategic planning focuses on data developed for this purpose, and a collaborative effort with Center representatives produces the annual renewal of the Strategic Plan. The mission statement, the vision statement, and the core values underpin each step in the process of strategic planning. In a similar manner, the Center has created a Distance Education Handbook/Strategic

Plan as a road map toward maintaining resources and scheduling training regarding distance education; a Staffing Plan to prioritize and anticipate future staffing needs; a Facilities Plan and an Educational Master Plan, which establishes a blueprint for CCCC's future needs. [Evidence: I.31, I.33, I.62, I.87, I.88, I.124, I.125]

Institutional data are available through the SCCCD Fact Sheets and on the SCCCD Institutional Research Website. The Institutional Researcher analyzes and interprets these data in ways that inform the planning process as well as ensure the quality of the Center's programs and services. [Evidence: I.38]

Data sources include Datatel statistics that record student enrollment and demographics, student and faculty/staff surveys, the CCCCO Student Success Scorecard, Program Review data, evaluations of activities (Flex and Duty Day activities, workshops, professional development opportunities, etc.), and Program Review/SLO Annual Progress Reports. The district's Institutional Research Department and its intranet page and various committee reports and documents available on Blackboard for review by any interested stakeholders publicize this data. [Evidence: I.13, I.14, I.15, I.16, I.17, I.18, I.35, I.36, I.38, I.48, I.52, I.65, I.105, I.116, I.117, I.126]

The Center has an Office of Institutional Research which has the responsibility along with the district's research office, to develop, interpret, and disseminate quantitative data on institutional outcomes and demographics. The Institutional Researcher uses these data for a variety of institutional planning and assessment activities including Program Review, the federal Integrated Postsecondary Education Data System (IPEDS) report, the Student Success and Support Program Plan, the Student Equity Program Plan, categorical program reports, DSPS services, the Enrollment Management Plan, and departmental and discipline needs as requested. [Evidence: I.4, I.38, I.40, I.52, I.105, I.117, I.127]

Annual reports to the State Chancellor's Office and the SCCCD Board of Trustees include relevant information. The district produces a Fact Book on a regular basis that includes student and faculty demographics, community demographics, and relevant trends for planning. These data are the basis for major planning documents such as the Educational Master Plan, which uses external and internal environmental scans to determine future needs in programs of instruction and student services, capacities, space needs, and financial planning. It also calculates the total cost of ownership and makes recommendations for future planning and action. [Evidence: I.31, I.52, I.105, I.117, I.126, I.131, I.132]

A variety of sources communicate the results of activities that influence quality assurance. The College Center Council approves most end products (programs, adopted policies and procedures, resource allocations, etc.), and the College Center Council's minutes and records are available on the Center's Institutional Planning Blackboard page. New policies and procedures are available in the annually updated Integrated Planning/Participatory Governance Handbook from College Center Council 2014-2015 and available on the College Center Council Blackboard page. In addition, any interested staff members or students may attend College Center Council meetings. [Evidence: I.112]

Formal documentation of large projects such as the Educational Master Plan, the Strategic Plan, Enrollment Management Plan, and the Distance Education Handbook/Strategic Plan are available on the Center's website and are available in printed form. Faculty, staff, and administration regularly review and revise these documents when appropriate.

Faculty conduct a comprehensive program reviews every five years for every program and review their department's goals annually for progress. The comprehensive Program Review reports are a collaborative effort of discussion, data review, and goal setting. The review establishes student learning outcomes (SLOs) and program learning outcomes (PLOs) that support the general education learning outcomes (GELOs) and the mission statements of the Center and of the district. Faculty utilize Program Review findings and recommendations for planning and resource allocation, including Certificated Staffing Requests. [Evidence: I.46, I.47, I.49, I.68, I.133]

Through Program Review, faculty update student learning outcomes (SLOs) in order to track current effectiveness and improve student learning. Once faculty establish these outcomes, the curriculum Course Outlines of Record institutionalize them, and faculty track them through SLO assessments. Each SLO creates a data set for analysis, evaluation, and review on an annual cycle. When necessary for improvement of student learning, this review results in changes in future assessment criteria, recommendations for new approaches and curriculum, or new SLOs. Faculty document these steps in the SLO process and annually report them to the SLO Coordinator who in turn presents them to the College Center Council. Faculty, staff, and administrators submit a Program Review/Student Learning Outcomes Annual Progress Report of SLO progress and changes to the College Center Council for review, and the College Center Council minutes include a summary of the review. [Evidence: I.13, I.14, I.15, I.16, I.17, I.18, I.46, I.49, I.68]

In addition, faculty articulate SLOs for each course with program learning outcomes (PLOs) and with general education learning outcomes (GELOs). This ensures that each of the parts supports the whole and that there are distinct goals for each unit of student learning. Faculty post the entire data set with procedures and records of deliberation and change on a Blackboard site for review. [Evidence: I.46, I.49, I.68, I.137, I.138, I.139]

All Program Review findings are available on the Program Review/Student Learning Outcomes Blackboard website and presented to the PR/SLO Committee for review and analysis. The Student Learning Outcomes Coordinator and Program Review Coordinator present annual updates to the College Center Council that include a summary report. In addition, each department (both instruction and non-instruction) submits an update on progress towards stated goals in the Program Review/SLO Annual Report to the College Center Council. [Evidence: I.44, I.49, I.68, I.134, I.135]

As mentioned earlier, the Center is transitioning in Spring 2015 to a full-time Institutional Researcher to provide data and reports for institutional and instructional purposes such as Program Review, student success, federal IPEDS report, Student Success and Support Program Plan, Student Equity Program Plan, categorical program reports, DSPP services, and departmental needs, as requested. The Institutional Researcher distributes qualitative and quantitative data to interested parties, constituent groups, and the general public. The

Institutional Researcher freely disseminates information regarding student achievement, learning, transfer rates, occupational degrees and certificates, and successful basic skills completion rates, among the departments. In addition, the Institutional Researcher processes student learning outcomes (SLO) measurement and assessment data. [Evidence: I.2, I.3, I.4, I.38, I.105, I.126]

The SCCCD Office of Institutional Research has collected data for decades to provide all colleges and centers in SCCCD with information in the areas of student and enrollment trends, planning and decision making, and service area demographics. These data, augmented by specific data developed for Clovis Community College Center, are the basis of the Educational Master Plan. This document uses external and internal environmental scans to determine future needs in programs of instruction and student services, capacities, space needs, and financial planning; it also calculates the total cost of ownership and makes recommendations for future action. Another useful report is the Needs Assessment Report that CCCC submitted to the California Community College Chancellor's Office when requesting approval from the Board of Governors to move forward with college status. The Board of Governors approved the Needs Assessment Report in May 2014. [Evidence: I.31, I.106, I.160]

The Institutional Researcher and the Vice President of Instruction and Student Services regularly update data in the Center's Strategic Plan. The Institutional Researcher also collects data through faculty and staff surveys. For example, the Institutional Researcher conducted a faculty and staff survey in Fall 2013 specifically to assess perceptions and beliefs with regard to the standards used to measure institutional effectiveness. The survey also measured faculty and staff satisfaction. Faculty and staff were pleased with the use of qualitative and quantitative data to assess outcomes and make decisions. For example, 91 percent of faculty and staff indicated they agree or strongly agree to the statement that the "College Center uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes" (question #12 of the survey). Other areas which utilize survey assessments include student services, administrative services, tutorial services, library services and counseling. Faculty and staff use surveys along with all data to evaluate and modify methods, procedures, and policies to enhance student success and student learning. [Evidence: I.102 q. 12]

In a similar manner, the Center has enhanced the former Technology Advisory Committee to be the Distance Education and Technology Advisory Committee and has created a Distance Education Handbook/Strategic Plan. This plan serves as a roadmap toward maintaining its resources and complying with state and federal regulations related to distance education and technology. [Evidence: I.12, I.87]

These documents and supporting materials for the Self Evaluation for Initial Accreditation are available on a Blackboard site for all internal stakeholders. In addition, the Center has also placed a comment box on the website for anyone in the community to comment and provide feedback regarding the Self Evaluation report. The Campus President communicates major accomplishments, plans, and programs during the State of the Centers address on Duty Days in August and January and through monthly Board Reports that she disseminates to the entire campus. CCCC tracks its communication about institutional quality to the public through a public information officer, who the Center currently shares with Fresno City College (20

percent), website visits, and e-mail communications. [Evidence: I.78, I.80, I.90, I.136, I.161]

The administration works closely with the District Public Information Officer in conducting a variety of activities each academic year to provide strategic, cost-effective advertising and marketing campaigns, college publications, and public relations techniques. The District Public Information Officer provides information and news from the Center and serves as a liaison between the Center and the media. Additionally, the District Public Information Officer assists the Campus President with press releases and other supporting media that the Center shares with the community. [Evidence: I.140]

### **Self Evaluation**

CCCC meets this standard. The Center accomplishes planning through a continual, systematic improvement process that is data driven and directed toward a commitment to the goals of student success and student learning through educational effectiveness. Planning is a collaborative effort with a wide variety of stakeholders present. The Campus President's Board Reports, College Center Council agendas and minutes, committees' websites and e-mails, e-mail communication from the Campus President's Office, e-mails from the Office of Instruction and Student Services, and the Institutional Planning Blackboard site ensure that the Center widely disseminates the results of all planning efforts and all data that have to do with student learning and institutional effectiveness to all stakeholders. All stakeholders have access to information, and appropriate information is available to the general public on the Center's website and the district's website. [Evidence: I.29, I.90, I.112, I.141, I.142]

The Center's Institutional Researcher develops, analyzes, and reports the appropriate qualitative and quantitative data to use in the ongoing cycle of evaluation, planning, implementation, and re-evaluation. The reports are available in easy-to-use formats and with explanations, so faculty and staff without a statistics background are able to use the material for their planning processes. The Institutional Researcher widely disseminates them through Blackboard, the Center's website, and hard copies circulated to appropriate constituent groups. This position will be a full-time position which will greatly assist the Center in all planning efforts. [Evidence: I.2, I.3, I.4, I.5, I.27, I.38]

In addition, the State Center Community College District includes CCCC's statistics in its Perkins Indicators to track the district performance against the negotiated levels. The CORE indicators include technical skill attainment; completions of credential, certificate, degree, or transfer readiness; persistence and transfer; employment; nontraditional participation; and nontraditional completions for CTE students. The district as a whole generally performs above the negotiated level. The Dean of Instruction utilizes Perkins data to supplement other institutional research for the planning process. [Evidence: I.44]

The Accreditation Survey indicates that the Center supports the way the Institutional Researcher performs the planning process, including the use of data. As stated earlier, 93.8 percent of respondents agree that CCCC facilitates an "ongoing dialogue about improving student learning," and 92.6 percent agree or strongly agree that the "review of programs and services is integrated into the planning process." In addition, 94.7 percent agree or strongly that the "planning process is broad based and offers opportunities for input by all constituencies."

[Evidence: I.102 q. 3, 4, 5]

Also, the survey results indicated 91.0 percent of staff agree or strongly agree that “the college center uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.” Of all who responded, 90.7 percent agree “that current information about institutional performance is clearly articulated and understandable.” Additionally, 88.4 percent agree that “information about institutional performance is regularly used in institutional discussions and decision-making sessions.” Lastly, 91.8 percent agree that communication is effective. These results are summarized below:

<b>2013 Accreditation Survey Question</b>	<b>Percentage of respondents that indicated either “strongly agree” or “agree” to the question</b>
<b>12. The College Center uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.</b>	<b>91.0%</b>
<b>66. Current information about institutional performance is clearly articulated and understandable.</b>	<b>90.7%</b>
<b>67. Information about institutional performance is regularly used in institutional discussions and decision-making sessions.</b>	<b>88.4%</b>
<b>68. Communication at the College Center is effective (e.g., clear, understood, widely available, and current).</b>	<b>91.8%</b>

[Evidence: I.102 q. 12, 66, 67, 68]

### **Actionable Improvement Plan**

None.

**I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

### **Descriptive Summary**

The Center reviews and modifies plans and planning processes on an ongoing basis. As described in detail in section I.B.3 above, the Center uses the Continuous Improvement-Collaborative Decision Making Process as part of its ongoing planning and resource allocation processes. The College Center Council assesses the Center’s Strategic Plan on an annual basis and develops goals and objectives for the following year. The entire faculty discusses and

prioritizes the goals through a vetting process done at the fall Duty Day activity, which all faculty and a majority of support staff from the Center attend. The College Center Council hears lead faculty or support staff members present recommendations for each program to be sure that committee members fully understand the recommendations in terms of potential allocation of resources. [Evidence: I.30, I.63, I.104]

The College Center Council also evaluates the resource allocation process conducted each year based on faculty, staff, and students submitting Action Plan Funding Requests aligned to Program Review, student learning outcomes, and/or Strategic Plan goals and objectives. The College Center Council then prioritizes the requests for consideration by the Campus President for funding. In Fall 2014, the Vice President of Administrative Services created an Action Plan Funding Request Guide to assist anyone on campus wishing to submit an Action Plan Request. This guide provides a timeline/calendar, funding information (areas, sources, etc.), Action Plan packet contents (past requested and awarded Action Plans, Action Plan template, Action Plan sample, etc.), appropriate request for lottery and Perkins (VTEA) funds, instructions, Strategic Plan goals and objectives, and 2011 Self-Study Planning Agendas. This guide will be very helpful in assist faculty, staff, and administrators in not only submitting action plans, but understanding the importance of planning to resource allocation. [Evidence: I.39, I.41, I.79, I.107, I.143]

The Institutional Researcher plays a significant role in the evaluation of the ongoing planning and resource allocation process by providing the necessary information to each of the instructional and student services programs relative to the Program Review criteria so that the programs can track their progress in areas such as student success, retention, degree completion, and certificate completion. The Institutional Researcher also provides data and analysis to the Student Success Committee frequently and initiated the institutional-set standards for ACCJC. In addition, this position generates a multitude of data reports for special needs and projects through a request process. [Evidence: I.37, I.40, I.118, I.144]

### **Actionable Improvement Plan**

None.

### **I.B.7. The institution assesses its evaluation mechanism through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

#### **Descriptive Summary**

Clovis Community College Center utilizes two primary mechanisms for evaluating the effectiveness of improving instructional programs, student support services, library, and other learning support services. The primary method of evaluating institutional effectiveness is through the program review process that Standard II.A. explains in more detail. All programs complete a comprehensive review on a five-year cycle. This includes all instructional and non-instructional programs. Currently, the Center is utilizing the Cycle 3 Handbook for the program review process. This handbook is updated every five years and follows an initial process established by Reedley College. Starting Spring 2015, the Center will utilize the Cycle 4 Handbook, which will include all CTE (Career Technical Education) programs completing an additional Program Review every two years. As an ongoing process, all programs submit a Program Review/Student



Learning Outcomes Annual Progress Report that describes assessment of course SLOs, program learning outcomes, and goals from the most recent comprehensive program review process.

The Institutional Researcher conducts surveys as another method of evaluation for the effectiveness of programs and services. The Center participates in the Community College Survey of Student Engagement (CCSSEE) every two years. The Institutional Researcher presents the survey results to the College Center Council and makes them available to the entire campus via Blackboard and committee meetings, the Student Success Committee, Counselors Meeting, and the College Center Council discuss the results. The Self-Evaluation Report also includes the survey results to demonstrate that the Center meets the accreditation standards.

Additionally, the Center releases a survey every spring requesting input of campus representatives regarding the effectiveness of the Center's processes related to strategic planning, program review, and student learning outcomes. The Institutional Researcher will share the results with the College Center Council in January 2015. Faculty, staff, and administrators will review and analyze the results of this survey during the Spring 2015 semester and utilized in order to determine strategies for process improvement and implementation. [Evidence: I.101]

The Student Support Services Department conducts a multitude of surveys. During the evaluation process, counselors give students surveys to evaluate their counseling sessions. The Student Services Department also surveys students who have completed the Online Orientation and Probation Workshop. Until this past fall, the department also surveyed students who participated in the Express Counseling service. Based on the survey results, which indicated that Express Counseling no longer met students' needs and the feedback indicated it was more effective, the department discontinued the service and increased one-on-one counseling to better served the Center's student population. In addition, the OnlineHelp also receives feedback from students through an online survey. All of the results help drive the department's decisions for continuous improvement and student success.

### **Self Evaluation**

CCCC meets this standard. Improvements on campus and in programs are a direct result of data gathering and analysis, collaborative deliberation, and cyclical reviews described earlier in the standard (I.B.5). The assessment of the multiple planning process is regular and ongoing. For example, the College Center Council considers Program Review-substantiated recommendations with Action Plan Funding Requests for resource allocations and staffing requests. In addition, the Student Learning Outcomes Coordinator modifies the student learning outcomes forms and process with faculty and staff input to improve assessment and to react to changes and improvement strategies based on assessment results. [Evidence: I.13, I.14, I.15, I.16, I.17, I.18, I.46, I.49, I.68]

Specific examples of systematic review and improvement are available in evidence: Tutorial Center, Library Services, Counseling Department, and the Child Development Center. These examples will show how a systemic review of experience and data lead to improvement in the programs at Clovis Community College Center. [Evidence: I.145]

An additional example of systematic review is the process review survey that the Institutional Researcher administered in Fall 2014. The Institutional Researcher sent this short survey to faculty, staff, and administrators. The survey asked about how the recipients regard the effectiveness of the different planning processes (strategic planning, resource allocation, program review, and student learning outcomes). The Institutional Researcher will disseminate these results to the College Center Council in January 2015 for discussion and analysis. [Evidence: I.101]

As stated in the College Center Council operating agreement, the College Center Council centralizes the assessment, review, and evaluation of Center programs to determine all resource allocations, programs, and implementations. The Integrated Planning/Participatory Governance Handbook from College Center Council 2014-2015 outlines the purposes of the council as follows:

“The purpose of the CCCC’s College Center Council is to assess and improve upon the existing process of evaluation, planning, and improvement for the CCCC, with an emphasis on the CCCC’ strategic planning and implementation processes. As a result, the planning cycle of evaluation, goal setting, resource distribution, implementation and reevaluation will become part of the organizational culture of the centers as they continue to move towards the goal of reaching full college status.”

The College Center Council has oversight of all committees on campus to ensure that they reflect the organizational culture described above. The College Center Council, co-chaired by the Campus President and Vice President of Administrative Services, ensures that program review processes proceed as a continuous and systematic plan directed toward student learning and student success. [Evidence: I.39, I.85]

The Program Review/Student Learning Outcomes Committee’s periodic review of the Program Review Handbook updates the processes to reflect the best practices for student learning improvement and student success. As an example, the Program Review/Student Learning Outcomes Committee reviewed the upcoming Cycle 4 Program Review Handbook to ensure that the process meets the Center’s needs while maintaining a rigorous and systematic process. The Program Review/Student Learning Outcome Annual Progress Report indicates the progress of completing the goals as delineated in the comprehensive Program Review report. In addition, this ensures that the Program Review goals further support constant efforts to improve student achievement and learning. [Evidence: I.46, I.47, I.49, I.68, I.146]

The College Center Council oversees the planning process. The College Center Council reviews and approves major reports, decisions, and planning documents, and an annual review process of the planning process itself checks for efficiency toward the goal of student learning. With constant reference to the mission statement, supported by Center’s mission and vision statement, the College Center Council leads CCCC’s faculty, staff, and administration and focuses its processes on the refinement of its commitment to the primary goal of improving student learning. [Evidence: I.39, I.85]

Additionally, the Accreditation survey shows that 87.9 percent of respondents agree or strongly agree that “Information about institutional performance is regularly used in institutional discussions and decision-making sessions.” At all levels, a collaborative model of dialogue, data, and experience forms the basis for decisions. This results in the Center focusing steadfastly on improving student learning and on student success.

### **Actionable Improvement Plan**

None.

### **Evidence List**

<b>Document #</b>	<b>Document Title</b>
<b>I.1</b>	BLANK
<b>I.2</b>	Basic Skills Persistence 2014
<b>I.3</b>	Transfer Report 2014
<b>I.4</b>	Institutional Research Year End Report 2013-2014
<b>I.5</b>	Distance Education Compared to Traditional Courses Report 2013-2014
<b>I.6</b>	Strategic Plan Outcomes Matrix Assessment 2012-2013
<b>I.7</b>	Strategic Plan Priorities 2013-2017 Jan 2014
<b>I.8</b>	BLANK
<b>I.9</b>	BLANK
<b>I.10</b>	Academic Senate Minutes Duty Day SP14
<b>I.11</b>	BLANK
<b>I.12</b>	DETAC Operating Agreement 2014
<b>I.13</b>	Program Review Communication FA13
<b>I.14</b>	Program Review Chemistry FA14
<b>I.15</b>	Program Review - SLO Annual Progress Report Biology 2012
<b>I.16</b>	Program Review English FA13
<b>I.17</b>	Program Review History FA12
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## Standard II

# Student Learning Programs and Services



### Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.



## Standard IIA

# Instructional Programs



### Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

## **STANDARD IIA: Instructional Programs**

**The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**

**II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

### **Descriptive Summary**

Clovis Community College Center (CCCC) provides instruction in multiple formats to meet the needs of its student population. These formats include classes that are face-to-face, online, hybrid (combination of online and traditional face-to-face instruction), large group instruction (LGI), evening, and short-term. CCCC offers programs that meet the needs of basic skills students as well as programs that challenge advanced students, such as the honors program, which allows students to advance their skills at an accelerated pace in a variety of disciplines.

It is CCCC's philosophy that course-level student learning outcomes (SLOs) be the same regardless of the format in which the course is taught (face-to-face, online, hybrid, LGI, short-term, etc.). Course outlines of record (COR) identify course SLOs, the course objectives, degree applicability, articulation, suggested textbook(s), suggested tests, quizzes, writing assignments, etc., and course prerequisites or corequisites. A student's transcript does not identify the teaching modalities of students' classes; therefore, all offerings of a course, no matter the modality, follow the same course outline of record. Programs collect and analyze SLO data the same way, regardless of a course's modality.

Discipline faculty develop course outlines of record (COR), which the Curriculum Committee then reviews and approves. Once the Curriculum Committee approves a COR, the Curriculum Committee submits it to the district-wide ECPC (Educational Coordinating and Planning Council) group and, if approved there, to the SCCC Board of Trustees for final approval. Discipline faculty submit additional forms for approval if they plan to teach a course in a distance education mode.

Teaching a distance education (DE) course presents a unique challenge; therefore, administration commits extra resources to its development. The faculty member assigned to develop a DE course mode receives release time equivalent to the FTE load of the course. All faculty members who subsequently teach the course in DE mode accrue an extra FTE (full-time equivalent) hour of teaching load for every three FTE hours of the distance education course. In Fall 2013, one instructional faculty member and one student services faculty member received a total of 6 LHEs

(lecture-hour equivalent) release time to act as distance education coordinators. [Evidence: IIA.191]

The instructional programs at CCCC support its mission. The mission is stated below:

#### Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

[Evidence: IIA.73]

CCCC addresses and meets this mission and upholds institutional integrity by offering comprehensive instructional programs evaluated by a rigorous program review process. Students receive opportunities to take classes in basic skills, earn Associate Degrees and Associate Degrees of Transfer (ADTs), earn Certificates in career technical education, and transfer to universities. CCCC's Educational Master Plan and the Needs Assessment demonstrate the comprehensiveness of instructional programs by connecting them to student and community needs characterized by analyses of student performance, population trends, and labor market trends. [Evidence: IIA.1, IIA.2, IIA.3, IIA.4, IIA.81, IIA.192]

Faculty in instructional programs use the Educational Master Plan and Needs Assessment components as guides for their work during the program review process, in which each instructional program articulates both its own mission and its supportive relationship to the college mission. Consideration of student success, offerings for baccalaureate transfer, degree completion, and enrollment data help programs demonstrate and maintain their relevance to higher education. The program review process, completed by staff, faculty, and administrators of CCCC, also maintains courses and programs by updating course outlines. Upon each program review, department faculty members, the Curriculum Committee, and the Office of Instruction evaluate separately the relevance and integrity of a course outline. In order to better serve students, CCCC offers major courses and portions of some certificates and degrees through distance learning. [Evidence: IIA.69, IIA.82, IIA.83]

Education in basic skills is critical both economically and socially. Today's global economy demands a skilled work force, and those without basic skills will find themselves facing tremendous challenges as they seek to meet theirs and their families' needs. The community has a great and growing need for basic skills training. Between the dates of January 1, 2013 and October 15, 2013, of 2,085 students tested, 88 percent placed in basic skills Math (Math 103, Math 201, and Math 250). In that same time frame, 79 percent of 1,872 students tested placed in basic skills English (English 125, English 252, and English 250). In addition, 71 percent of 2,085 students tested placed in basic skills reading (English 126, English 262, and English 260). (Basic

skills /pre-collegiate is defined as any basic skills course that does not transfer for degree credit to a four-year college or university.) [Evidence: IIA.128, IIA.193]

CCCC addresses this need for basic skills by offering a basic skills series of courses in English (composition and reading) and mathematics and by offering supportive services through the CCCC Tutorial Center. Unless students meet other placement criteria (i.e., successful score on an A.P. examination or student transcript), students must take the Accuplacer placement test, so that students take courses appropriate to their abilities.

CCCC English faculty initiated a collaborative project in 2009 with the Clovis West High School English faculty where the high school faculty aligned the senior English curriculum with the college English curriculum. Prior to the collaboration, approximately 30 percent of the Clovis West graduates entering CCCC placed into a college-level English course. The collaboration has resulted in a dual enrollment program where last year 79 percent of non-AP twelfth graders have either been placed into a college-level English or have already earned CCCC transcribed credit for a college level English course and 94 percent of seniors transferred to either a two-year or four-year institution. [Evidence: IIA.186, IIA.187, IIA.188]

The district disciplines are responsible for designing the curriculum and sequencing of the basic skills classes in order for students to progress in the development of their basic skills. CCCC offers most basic skills classes for a letter grade, but students have the option for credit/no credit instead.

CCCC recognizes that basic skills is not just a designation for a set of classes in math, reading, and writing; instead, students' basic skills needs involve services and classes throughout the college. The Student Success Committee integrates student services and instructional programs and coordinates the campus-wide efforts concerning students' basic skills, which prepares them for success in transfer-level, certificate, and degree programs. As of Fall 2014, CCCC offered 26 sections of basic skills courses in English (16 sections of composition and 10 sections of reading), and 23 sections of Mathematics (13 sections of intermediate algebra, eight sections of beginning algebra, and two sections of arithmetic). [Evidence: IIA.61, IIA.194]

The campus-wide commitment towards assessment of student learning outcomes provides data on the strengths and weaknesses of instruction in basic skills. CCCC is already working towards increasing success and retention in basic skills:

- Learning communities: Starting in Fall 2011, CCCC offered a learning community linking English 125, English 126, and Psychology 16. In Fall 2015, CCCC plans to offer learning communities that link basic skills courses, such as English 125, English 126, and Math 201, with Counseling 47: Learning Strategies.
- Tutoring and workshops: The Tutorial Center has instructors on duty and peer tutors available for students in reading and composition classes, mathematics classes, and various other disciplines. The Tutorial Center provides both one-on-one tutoring and small group tutoring. In addition, the Tutorial Center also visits classes to describe the

services it provides, presents workshops on how to cite in the various forms, and creates custom presentations based on the instructor's needs. [Evidence IIA.96, IIA.97, IIA.98]

- Basic skills instructors attend regional meetings and participate on the Student Success Committee. CCCC Student Success Committee hosted the three-day On Course Workshop I in May 2013 and will again in January 2015. The workshop focuses on effective strategies and principles promoting learner-centered classrooms benefitting all students. Follow up sessions presented by faculty on Flex Day focus on the On Course principles allowing instructors time to learn additional strategies and to discuss what works in their classrooms. The Student Success Committee encourages both full-time and part-time faculty in all disciplines to participate in the workshops and Flex Day sessions.
- Disabled Students Programs and Services (DSPS) assists students with documented physical, psychological, and learning disabilities. Students who have temporary or permanent disabilities that affect academic functioning may be eligible for a variety of support services. Eligible students self-identify with DSPS and complete the application process. DSPS provides all services and accommodations based on academic need or related to a verified disability. Once students complete the application process and DSPS identifies and approves accommodations through discussions with them, it is the students' responsibility to provide appropriate DSPS academic accommodation documentation to their instructors and discuss the accommodations they have been approved for, what students would like to utilize for the specific course, and how the instructor (within their legal responsibility) can appropriately implement the students' accommodations. The DSPS staff emphasize to students, faculty, and staff the successful implementation of academic accommodations is dependent upon the collaborative effort of all parties involved to ensure CCCC meets the specific needs of each individual student, in regards to academic accommodations, for the various courses the student may be enrolled. [Evidence: IIA.195, IIA.196]

In Fall 2014, CCCC offered 589 courses in 44 disciplines of which 26 sections were online in 12 disciplines and 463 were seated or hybrid in 43 disciplines. Students are able to attain an Associate Degree and an Associate Degree of Transfer (ADTs), Certificate of Achievement, Certificate of Completion, and/or transfer to a college or university. This institution offers the following occupational programs: business, criminology, education, child development, information systems, graphic arts, information technology, and wastewater treatment. [Evidence: IIA.197]

CCCC analyzes the September 2013 Needs Assessment data in order to choose future fields of study and programs. CCCC's service area "may be represented by a 7.5-mile sphere of influence extending from the Center's site." According to the Needs Assessment, the total population for CCCC's service area is 822,233. "The primary age group of the students at WICCC is those between 20 and 24 years old. The 20 to 24 age group accounted for 7.97% of the service area population (65,515 persons), and 7.98% of the population with Fresno and Madera Counties (86,322 persons) in 2010." [Evidence: IIA.192 p.2-3, 8, 9]

## **Self Evaluation**

CCCC meets this standard. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. Through an institution-wide integrated set of processes for evaluation and planning, CCCC ensures the systematic assessment of courses and programs. Each department and program goes through the program review process every five years with annual reports updating progress. The program review process evaluates programs, assesses program quality, and identifies areas in need of improvement. At the institutional level, the Educational Master Plan and the Needs Assessment details its process of evaluating instructional programs as a whole and charts a course for the future. [Evidence: IIA.61, IIA.69, IIA.70, IIA.71, IIA.82, IIA.83, IIA.198]

CCCC supports the assessment of student success through the program review process, which includes Program Review/Student Learning Outcomes Annual Progress Reports, strategic planning, and through the College Center Council. The Institutional Researcher works with each department to gather data during the program review process. The purposes of program review are to: 1) Systematically assess instructional programs, student support services, and administrative services using quantitative and qualitative data for the purpose of demonstrating, improving and communicating effectiveness, identifying program strengths, and facilitating improvements; 2) assess the degree to which programs and services effectively support the mission (commitment, philosophy, and vision) of the Center and the Strategic Plan; 3) examine program performance through quantitative and qualitative data with a focus on student learning; and 4) provide information to be used in college planning, decision-making processes, and resource allocation. Each department completes its Program Review in three semesters, and each discipline submits a Program Review/Student Learning Outcomes Annual Progress Report every spring. Faculty assess learning outcomes on a continuing basis and include reports in the PR/SLO Annual Progress Report. Each department (including part-time faculty, when possible) meets and discusses the data from SLO assessments in order to improve instruction to ensure student success. Each department has mapped the progression of the student learning outcomes to the program learning outcomes and to the general education learning outcomes. [Evidence: IIA.69, IIA.82, IIA.83]

## **Actionable Improvement Plan**

None

**II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

## **Descriptive Summary**

CCCC serves a diverse student population. According to the September 2013 Needs Assessment, in Fall 2013, CCCC's student age demographics were 2,251 age 20 to 24 (42.1 percent), 1,801 students under age 19 (33.7 percent), and 574 students between 25 and 29 (10.7 percent) which leaves 13.5 percent over the age of 29. The unduplicated head count data (5,352 students) from

Fall 2013 as presented in the Needs Assessment indicated following ethnic demographics: White/non-Hispanic 47.4 percent (2,536 students), Hispanic 31.7 percent (1,699 students), Asian/Pacific Islander 11.8 percent (630 students), African American/non-Hispanic 3.7 percent (199 students), American Indian/Alaskan Native 1.8 percent (96 students), and Race/Ethnicity Unknown 3.6 percent (192 students). This is quite different than the service area population of 1,081,315 which, according to the 2013 Needs Assessment, reports a White/non-Hispanic rate of 33.5 percent (361,902 people), Asian 8.3 percent (80,790 people), African American 4.6 percent (42,456 people), Native Hawaiian/Pacific Islander 0.7 percent (7,769 people), Hispanic/Latino 50.8 percent (549,062 people), American Indian/Alaskan Native 0.1 percent (1,173 people), and Other/Two or More 2.0 percent (22,006). Additional information from the Educational Master Plan indicates future growth in all minority ethnic categories with a decrease in the White/non-Hispanic rate over the next five years which will further increase the diversity at CCCC. During the same semester, 43.5 percent of students were male, 55.4 percent were female, and 1.1 percent did not specify gender. The institution meets the challenge of providing for the entire range of educational needs of its service area. [Evidence: IIA.192]

CCCC provides innovative programs to meet the varied needs of its students and community. According to the 2014-2015 Enrollment Management Plan, a number of outreach activities and services have provided student access to CCCC. Such outreach activities and services include the Fresno Area College Night where faculty and staff manage a booth and provide information about the Center and its programs. CCCC also provides various opportunities for students to register for courses by going to the local high schools to help students register for courses (called Registration-to-Go). Upon enrollment, the Center offers new students an online orientation workshop in order to make the transition from high school to community college a successful one. [Evidence: IIA.199]

CCCC collects a variety of data to reveal students' learning needs. Upon entering, students take placement tests in English and mathematics (College Board-Accuplacer). Students then take the appropriate courses based upon the score they receive. A counselor may also place a student based on high school transcripts or Advanced Placement scores. Placement test scores help determine the number of transfer level or basic skills courses to offer. When the DSPS Coordinator identifies students as needing special accommodations (special testing rooms, note-takers, sign language interpreters, assistive technology), students receive reasonable accommodations through DSPS. The DSPS program researches and assesses the efficacy of the program by going through student learning outcome assessments and the program review process. In Spring 2014, CCCC established a Testing Center where students may take make-up tests after providing a valid excuse to the instructor. In addition to the learning needs of the students, CCCC provides both health and personal counseling services to students. [Evidence: IIA.94]

The Institutional Researcher works with faculty and departments to gather data to improve student success. Program review is an ongoing process on campus, as is assessing student learning outcomes in each course and program. Faculty assess student learning outcomes on a continual basis and include reports in the Program Review/Student Learning Outcomes Annual Progress Reports. Each department (including part-time faculty, when possible) meets and

discusses the data from SLO assessments in order to improve instruction and ensure student success. [Evidence: IIA.69]

### **Self Evaluation**

CCCC meets this standard. CCCC uses data to improve student learning and student success. Because student success is paramount, the Curriculum Committee reviews all course outlines of record as part of the program review process. This process requires faculty members to discuss and look at data. Departments review student learning outcomes data for courses and programs, course completion rates, and student success rates in order to develop instructional improvement plans to increase student learning and achievements. The Program Review/SLO Annual Progress Reports for each discipline clearly document how CCCC works to continually approve student learning. [Evidence: IIA.69, IIA.198]

After each program goes through the program review process, Title 5 guidelines require that faculty and the Curriculum Committee revise, update, and approve each course outline of record in order to meet the needs addressed in the Program Review. This process enables the departments/faculty to analyze the data in order to adjust the curriculum or pedagogical approach to meet the needs of the students. The Office of Institutional Research enables the faculty to access the data needed to complete the program review process.

### **Actionable Improvement Plan**

None

### **II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

#### **Descriptive Summary**

CCCC uses face-to-face, online, hybrid (combination of online and traditional face-to-face instruction), and large group instruction delivery methods to meet the objectives of course curriculum and the diverse needs of the students. In addition, CCCC also offers short-term courses (9 week, 12 week, 16 week, and occasionally others to meet enrollment demands), summer school courses (4, 6, and 8 week, depending on enrollment demands), and evening courses to better serve the varying needs of the student population. Another method of instruction to help meet the need of CCCC's basic skills student population is the formation of learning communities. CCCC has offered a learning community linking English 125: College Writing Skills, English 126: College Reading Skills, and Psychology 16: Abnormal Psychology. The English department at CCCC has also offered courses in sequential 9-week sections so that students can complete the basic skills composition sequence in a single semester; the English department has also offered English 125 and English 1A in the 9-week format so that students can complete the basic skills composition course and the transfer-level course in a single semester.

The CCCC Distance Education Technology Advisory Committee (DETAC) discusses, formulates, and disseminates information about best practices for those teaching courses in the distance education (DE) mode. The Student Success Committee has also made recommendations



to DETAC about best practices for DE. Faculty evaluate classes in the distance education mode in the same way that they evaluate all other classes of that course. Peers, administration, and students evaluate instructors who teach in DE mode according to the normal evaluation cycle. Faculty collect and analyze SLO data along with every other section of the course taught. Faculty collect and analyze success, retention, and mark analysis (grade distribution) data for DE courses during program review. Faculty have suggested that DE course data be disaggregated from the course data using other teaching modes so the efficacy of the DE mode of teaching can be assessed. This has recently begun and will be a part of current and future Program Reviews. [Evidence: IIA.69, IIA.200, IIA.201]

Faculty write curricula, which the Reedley College Curriculum Committee (which includes members from CCCC) reviews and takes through the process to become approved. The faculty, with the support of administration and staff, designs, approves, administers, and evaluates all courses and programs. The Academic Senate, Curriculum Committee, Program Review/SLO Committee, and administrators and staff establish the institutional processes used to develop and evaluate courses and programs. The role of the faculty is paramount in this process. Collegial support from administrators, staff, and Board members facilitate the development and evaluation of courses and programs.

For every course, a course outline of record identifies specific course objectives and student learning outcomes and provides information concerning assignments, grading, and appropriate textbooks/resources. Faculty conduct student learning outcomes assessments on an ongoing basis to meet the needs of students. In addition, the full time and part time faculty evaluation process allows in-class observations and analyses of course materials by discipline experts to ensure that instruction is in compliance with the course curriculum and district policies. [Evidence: IIA.203, IIA.204, IIA.205, IIA.206]

Faculty and administrators evaluate delivery methods for their effectiveness in meeting student needs through student learning outcomes assessments, faculty evaluations (including part-time faculty), and the tenure review process. Students are also given opportunities to evaluate faculty through the student class surveys. The program review process is also an ongoing, regular evaluation of methods. [Evidence: IIA.82, IIA.83]

CCCC maintains Blackboard as the primary course management software tool. All courses (online, face-to-face, and hybrid) may use this software to disseminate course material, post grades, and communicate with students thru email or live discussions. This is the primary software used in all online classes.

CCCC faculty also use Camtasia software that allows for video and audio capture of lectures and PowerPoints. These programs allow instructors to record live presentations for viewing by their remote students. The Director of Technology issues most full-time distance education instructors a tablet PC to enable “live” help with homework and to illustrate points that can be captured on the tablet and viewed on Blackboard.

## **Self Evaluation**

CCCC meets this standard. All instructors employed by CCCC meet the minimum qualifications as stated in the California Community Colleges Chancellor's Office's Faculty Minimum Qualifications Handbook. The institution, faculty, and administrators commit significant resources to curricular review, course and instructor review, and assessment of student learning outcomes. CCCC uses continuous, systematic evaluation and refinement of courses and programs to ensure that instruction meets the evolving needs of students. Through the program review process, faculty analyze data revealing course completion rates, degree and certificate award rates, and transfer rates, including appropriate delivery methods. [Evidence: IIA.80, IIA.203, IIA.204, IIA.205, IIA.206]

## **Actionable Improvement Plan**

None

**II.A.1.c. The institution identifies Student Learning Outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvement.**

## **Descriptive Summary**

All programs and disciplines at CCCC are subject to an ongoing program review process that guides the development, distribution, and utilization of information gathered through student learning outcomes at the course and departmental levels. The CCCC Program Review/Student Learning Outcomes Committee oversees and supports the program review (PR) and student learning outcomes (SLO) processes to ensure full compliance with regulations and accreditation requirements. [Evidence: IIA.68, IIA.69]

The course outline of record (COR) developed by the discipline faculty and approved by the Curriculum Committee includes the course objectives and the course-level student learning outcomes (SLOs). The COR for each course is available to the public by accessing the Reedley College CurricUNET website (since CCCC is a center of Reedley College, the Reedley College CORs are still in effect). CCCC faculty developed learning outcomes for certificates, degrees, and programs that are called program learning outcome (PLOs). CCCC has adopted the Reedley College general learning outcomes (GELOs). The SLO Mapping Grid for each course documents the relationship of SLOs, PLOs, and GELOs with a series of tables to illustrate those relationships. Faculty map each SLO to one or more PLOs and each PLO to one or more GELOs; therefore, student success in a SLO translates into success for respective PLOs and GELOs. CCCC faculty establish a two-year timeline that identifies the activities for each semester: developing the SLO assessment tool, conducting the assessment, analyzing the results, recommending improvements, and implementing the recommendation(s). The SLO Coordinator maintains the SLO Mapping Grids and SLO Assessment Timelines in the CCCC Program Review/SLO Blackboard organization website. [Evidence: IIA.65, IIA.89]

At CCCC most disciplines only have one or two full-time faculty. Only the English and math disciplines have more than three full-time faculty members. Therefore, each faculty member is intimately familiar with Program Review for his or her respective discipline. Full-time faculty integrate part-time faculty into the SLO assessment and analysis process. For disciplines that

only have part-time faculty, a full-time faculty member has volunteered to work with the part-time faculty to complete Program Review including SLO assessment and analysis. Faculty conduct a comprehensive Program Review every five years. An annual program review progress report is due each spring semester except for the year when they complete the comprehensive Program Review. Documentation of SLO assessment, analysis, implementation of recommendations, and assessment of improvement through another cycle of SLO assessment and analysis is a key component of the comprehensive Program Review. The PR/SLO Annual Progress Report includes the SLO assessment, analysis, and implementation of recommendations for the previous calendar year; i.e. the annual program review progress report due in the spring 2015 semester contains the SLO assessment, analysis, and implementation of recommendations for the Spring 2014 and Fall 2014 semesters. [Evidence: IIA.68]

CCCC is in the process of completing the third five-year program review cycle for a history of 15 years of Program Review which includes Program Reviews as part of Reedley College. Program Review Cycle 4 started in Spring 2015. The SLO assessment, comprehensive Program Review reports, and the PR/SLO Annual Progress Reports began in Spring 2012 upon functional separation of CCCC from Reedley College as part of obtaining candidacy status. The critical point at this juncture was the integration of SLO assessment and analysis with Program Review which until the functional separation from Reedley College were separate processes that faculty also documented separately. Integrating SLO assessment and analysis into the comprehensive Program Review and PR/SLO Annual Progress Reports is essential to demonstrate how faculty assess student learning and analysis to drive program improvement.

Each Duty Day a presentation or activity occurs to address some aspect of the SLO assessment and analysis process and/or Program Review. During the Fall 2014 Duty, the activity addressed how to generate and use both quantitative and qualitative data during SLO assessment and analysis. The evening of each Duty Day there is an orientation meeting for new and returning part-time instructors. The SLO Coordinator gives a presentation on SLOs to the group at large, and the last portion of this meeting is devoted to having the part-time instructors meet with full-time instructors to discuss important issues for each discipline. Full-time instructors in all disciplines make the discussion of SLO assessment and analysis a feature of these meetings; they collaborate with part-time instructors to formulate a SLO assessment plan for that semester, discuss and analyze SLO data from previous semesters, and decide what changes to implement and how best to implement those changes in response to prior SLO assessment and analysis. [Evidence: IIA.26, IIA.27, IIA.28, IIA.29, IIA.207, IIA.208, IIA.209]

As described in Standard I, CCCC engages in continuous improvement with its collaborative decision-making process through the College Center Council. The purpose of the council is to assess and improve upon the existing process of evaluation, planning, and improvement for the CCCC, with an emphasis on the CCCC's strategic planning and implementation processes. As a result, the planning cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation is a part of the organizational culture of the Center. [Evidence: IIA.74]

### **Self Evaluation**

CCCC meets this standard. Faculty, staff, and administrators utilize SLO and PLO data to design and implement Flex Day and Duty Day activities with the goal of education and inclusion of all

levels of faculty. This facilitates a campus-wide dialogue and unified application of information and data for the improvement of course structure and teaching methods.

For example, Art faculty, directly in response to the assessments they conducted, determined a need to re-evaluate their entire assessment process, with a “greater emphasis on terminology and concepts within the course material,” and, in the Studio Art classes, a need to balance the emphasis on “production (the ‘How’)...with an equal emphasis on developing a clear comprehension of basic concepts that govern production (the ‘Why’).” [Evidence: IIA.266]

Biology faculty had a similar experience, finding that, in Biology 5, for example, “some of the assessment questions were more appropriate for an upper level class” (Biology 5 is an introductory class). In assessing the program as a whole, Biology faculty applied for mini-grants in response to an identified need for more anatomical models and materials to be held on reserve in the library to increase the opportunity for students to effectively study the material outside the classroom. [Evidence: IIA.267]

Health Services, in assessing the effectiveness of classroom presentations, found these “presentations were very effective in persuading students to change behavior/habits for better health and academic outcomes” and “in improving self-reported competence in ability to effectively use the AED in the event of cardiac arrest.” Health Services assessed the use of the AED pre- and post-presentation, with “Students reporting competency in effectively being able to use the AED to assist someone in cardiac arrest increased from 7.39% pre-presentation to 99:47% post-presentation.” [Evidence: IIA.268]

Every spring, via the Program Review/SLO Annual Progress Report, faculty, administration, and staff at CCCC report on the development, revision, and assessment of both program-level and course-level student learning outcomes. Student learning outcomes are one of the foci each semester on Duty Day. Faculty meet within departments to discuss and work on SLOs on Flex Days and various times throughout the semester. Opportunities are provided for part-time faculty to take part in this process through the part-time faculty orientation meetings each semester or in scheduled meetings with the full-time faculty of their assigned department. [Evidence: IIA.198]

### **Actionable Improvement Plan**

None

**II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

Clovis Community College Center (CCCC) offers collegiate, developmental, pre-collegiate non-degree applicable, community education, and short-term training courses and programs in fulfillment of the mission of a California community college center. The Center uses a variety of criteria to determine whether or not to offer courses and programs; among them are CCCC's

mission statement, student need, employer and labor market demand, and the needs of specific communities of students served by these programs. All courses undergo student learning outcome (SLO) assessment, and all programs undergo program review. Faculty create and revise courses in collegiate, pre-collegiate, and developmental programs, which then the Curriculum Committee, the Educational Coordinating and Planning Council (ECPC), and the SCCC Board of Trustees review and approve. Faculty evaluate those courses and programs through the assessment of student learning outcomes and through the program review process. CCCC requires SLO assessment for all courses at the Center. SLO assessment and Program Review are the main components in data-driven analyses of the effectiveness of the Center's courses and programs and for the direction any needed improvements must take. [Evidence: IIA.36, IIA.37, IIA.38, IIA.55, IIA.69, IIA.91, IIA.106, IIA.107, IIA.108]

The program review process ensures the high quality of all programs that award degrees or certificates. The processes of program review and SLO assessment have been important topics of discussion at meetings of the CCCC College Center Council, the Academic Senate, and the Program Review/Student Learning Outcomes Committee. Program Review guidelines emphasize the importance of student learning outcomes and provide the framework for a department to conduct program assessment. The Program Review Cycle Four Handbook's guidelines also provide a basis for future direction, resource allocation, and institutional planning. [Evidence: IIA.61, IIA.64, IIA.65, IIA.68, IIA.82, IIA.83, IIA.111]

The CCCC Program Review/Student Learning Outcomes Committee has primary responsibility for overseeing the program review process. The Vice President of Instruction and Student Services, Dean of Instruction, department chairs, and Academic Senate all play important roles in ensuring that the program review process is effective in identifying successful or ineffective instructional practices, in assessing the viability of educational programs, and recommending criteria for allocation of instructional resources. [Evidence: IIA.68]

The CCCC Student Success Committee also plays a role in ensuring that faculty design all courses offered at CCCC to address the basic skills needs of students. The Vice President of Instruction and Student Services established the Student Success Committee in 2012 in response to the state's Student Success Initiative and the recommendations of the Report of the Student Success Task Force. The CCCC Student Success Committee coordinates with department chairs to ensure that all programs focus on the development and use of instructional strategies that will improve mastery of basic skills and student success rates. [Evidence: IIA.157, IIA.158]

Full-time and part-time faculty evaluations also safeguard the quality of courses and instruction and ensure their improvement. As part of the faculty evaluation process, the peer evaluator observes and scrutinizes the instructor's syllabus, a class plan of the day with an explanation of how it aligns with course outcomes, an example of graded work, and the class's Blackboard support (if applicable), along with classroom instruction. The peer evaluator gives students an opportunity to evaluate their instructors by an anonymous survey; their comments are typed to disguise their handwriting and given to the instructor after he or she has submitted final grades. These measures help CCCC to maintain the high quality of instruction which is the Center's mission and first responsibility. [Evidence: IIA.200, IIA.201, IIA.204, IIA.205, IIA.206, IIA.227]

One of the most important factors in ensuring the quality and improvement of courses and programs is ongoing dialogue among instructors. Research shows that when time is set aside for teachers to talk to one another, classroom instruction and student achievement improve. Faculty Flex Day and Duty Day workshops at the beginning of each semester provide a formal mechanism for intra-faculty dialogue. Informal interaction among faculty (within and across disciplines) is crucial to identifying and clarifying the most general learning needs of our students and thereby ensuring the quality and improvement of courses and programs. Standard II.A.2d more fully discusses the positive effects of dialogue among faculty. [Evidence: IIA.210, IIA.211]

The CCCC Tutorial Center has piloted and implemented an embedded tutoring program at CCCC. Tutors attend class and work closely with instructors and students. In class, tutors participate in class discussions, model and help students develop good study skills and habits for college, assist with leading workshops and conferencing with students, circulate and help students with group work, answer questions, give short lessons, show students how to process instructions, restate directions back to the instructor to reinforce ideas, and so on. Tutors encourage students to meet with them during their tutoring hours in the Tutorial Center for further review sessions or one-on-one tutoring. The program enables tutors to provide more targeted assistance to students in need of basic-skills development. [Evidence: IIA.212]

Excellent instructors are the backbone of any instructional program. At CCCC, nationwide recruitment and a rigorous screening process ensure that the Center hires only the most highly qualified candidates as full-time or part-time faculty. [Evidence: IIA.213]

**II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

### **Descriptive Summary**

CCCC recognizes that responsibility for the development of courses and programs lies primarily with faculty. Administration supports the faculty's central role in developing, implementing, and improving courses and programs with extensive training and development opportunities. [Evidence: IIA.214, IIA.215, IIA.216]

Each department conducts program review every five years, which has been the Center's primary means for examining how discipline faculty members develop, revise, and coordinate programs and courses. The PR/SLO Committee designs the process to improve the quality of programs, stimulate curriculum changes, and enhance current curricula. The program review process requires programs and departments to submit yearly updates (Annual Progress Reports) on the goals and recommendations listed in their Program Review documents. The result is that Program Review serves each program or department as a handbook and reference guide for continuous development and planning. [Evidence: IIA.69]

Program review includes a detailed analysis of all courses offered by a program or department, including examining data on gender, ethnic background, and age of students taking a course.

Since the focus of Program Review is on student learning outcomes, the data collected and evaluated also include student retention, persistence, and success rates. Part of the Program Review guidelines requires each department to review and update the course outlines. The curriculum committee reviews and approves these modifications during the semester following submission of the departmental Program Review report. [Evidence: IIA.89]

Discipline faculty specifically design student learning outcomes to improve and promote the quality of courses and instruction. All instructional programs at CCCC have established course, program, and general education outcomes. The ultimate purpose of general education outcomes is to assess SLOs at the degree level. Thus the alignment of course- and program-level outcomes with general education outcomes ensures that CCCC students who earn a degree in a specific subject area are also well qualified to meet the diverse challenges and opportunities they will encounter in the wider world. [Evidence: IIA.67]

Too many students in the State Center Community College District and in community colleges across California and the nation either do not earn degrees or do not successfully transfer to four-year institutions despite attending classes for four or more semesters. The U.S. Department of Education, the California Community Colleges Chancellor's Office (see in particular the 2012 Report of the Commission on Student Success), along with reports from the Little Hoover Commission and the Community College League of California have identified this lack of achievement of well-defined goals by community-college students as an area of concern. All of these stakeholders have called for a "culture of completion" in America's community colleges. In response to this call, CCCC has placed special emphasis on the use of student learning outcomes to ensure that a greater percentage of students become degree-qualified.

Since Fall 2012, the CCCC Student Success Committee has systematically addressed meeting the basic skills needs of students. The Vice President of Instruction and Student Services formed this committee in response to efforts by the state legislature to improve success and completion rates in California community colleges. In 2011, in response to the Student Success Initiative (SB 1456) and the Student Transfer Achievement Reform Act (SB 1440), CCCC programs, in cooperation with their Reedley counterparts, began developing Associate Degrees for Transfer (ADT), also referred to as Transfer Model Curricula (TMC). Students who earn ADTs at CCCC will be guaranteed admission to a California State University with junior standing. By the end of Spring 2015, CCCC programs for which ADTs are appropriate will have established them (some high-unit programs, such as engineering, are not permitted to create ADTs). [Evidence: IIA.111, IIA.217]

Each discipline has designed assessments of the outcomes in their course offerings. As part of the process of developing the measurements and rubrics for courses and programs in a discipline, the discipline members choose a lead faculty member. That individual is responsible for collecting and collating data, and disseminating it to discipline members and the Institutional Researcher, who keeps all records. Throughout the process, faculty are responsible for developing, administering, analyzing, and acting upon the results of the assessment process. At least once a year, and in some cases every semester, faculty departments assess the quality of instruction through SLOs and develop strategies to address any shortcomings revealed by

assessment of SLOs. Also, as part of this evaluation process, faculty identify effective assignments, presentations, and policies. [Evidence: IIA.69]

At CCC, the faculty of each department—both full and, when possible, part-time—develop their own processes for course development, evaluation, and improvement. Duty Day workshops, Blackboard postings, e-mail exchanges, and informal discussions encourage and facilitate dialogue between departments. This allows them to share or explore new or different ideas. Full-time faculty include part-time faculty in the process through department meetings, e-mail communication, and face-to-face dialogue.

Each discipline and program updates SLO reports annually. The process begins with disciplines establishing assessment timelines. According to the timelines, faculty assess course outcomes and analyze data. Based on their analyses, faculty develop action plans and adapt their instructional strategies to better meet identified student needs. [Evidence: IIA.22, IIA.23, IIA.24, IIA.25, IIA.26, IIA.27, IIA.28, IIA.29, IIA.189]

The History department's 2012 SLO assessment process for History 11 (U.S. History to 1877) found that classes overall showed significant improvement in student learning from a collective total of 66.49 percent in Cycle 4 to 70.70 percent for Cycle 5. While this collective total meets the department's target of 70 percent, three outcomes (#2, #3, and #5) fell below the target. Of these, outcome #2—economic development—fell more than ten percent below the target, indicating that instructors must give significant attention to the presentation of this material. To respond to these conclusions, the full-time instructor initiated a new system to improve student learning of the lecture material. Rather than using several midterms spaced five or six weeks apart, the instructor administers a quiz for each lecture presentation. The instructor gives quizzes at the beginning of the class session immediately following the completion of a presentation. Students know the quizzes are coming and have the opportunity to review their notes in preparation for the quiz. Once students complete the quiz, the instructor reviews it with the class. This format does several things: First, it encourages the student to take listen more carefully to the lecture and take more effective notes. Second, it pushes students to review their notes immediately before class. This is not only a review, but also prepares students to continue to with the next lecture presentation by bringing them up to date on the class material. Third, the quiz format allows instructors to review and re-enforce those elements of the lecture materials that students did poorly on. Finally, the quiz questions provide a study sheet for the course midterm and final exams, both of which are composed of questions from the lecture quizzes. History faculty also redesigned these questions to directly assess student learning of the course outcomes (SLOs). By asking the questions in both a quiz, the midterm, and again on the final, faculty can generate data indicating student mastery of the course outcomes. [Evidence: IIA.184]

The History Department implemented these changes, re-assessed them the following year, and succeeded in bringing up the assessment scores. Whereas three outcomes fell below the department target of 70 percent in 2012, the data from the 2013 assessment of these outcomes shows that percentages increased for three of the five outcomes. Of the two that saw declines, both were statistically insignificant, while their percentages remained above the department target. [Evidence: IIA.184, IIA.185]



In 2013, CCCC, in anticipation of achieving full college status, established the positions of Curriculum Analyst and Articulation Officer. The Curriculum Analyst is working closely with the CCCC Curriculum Chair, administration, faculty, and the CCCC and Reedley Curriculum Committees in order to ensure that all CCCC courses are in compliance with federal and state laws and regulations and ACCJC standards and guidelines, and to ensure that the transition to full college status goes smoothly. The Articulation Officer is working with faculty to assist them in developing Associate Degrees for Transfer so CCCC complies with SB 1440 and 440. The Curriculum Analyst is also making sure that articulation agreements with the UC system are in order so that the transition to full college status is smooth.

### **Self-Evaluation**

CCCC meets this standard. Faculty develop courses and programs in each discipline. Discipline members, department chairs, and the appropriate dean review drafts and then forward them to the Reedley College Curriculum Committee for approval. (The Reedley Curriculum Committee includes members from CCCC, and the CCCC Curriculum Committee is in place and ready to assume its duties as an independent committee as soon as it has the legal authority to do so.) The Curriculum Committee reviews a course at one hearing and approves or disapproves it at a second hearing.

The Curriculum Committee forwards all approved courses and programs to the district-wide Educational Coordinating and Planning Council (ECPC). The membership of ECPC consists of the two college presidents, the CCCC Campus President, vice presidents of instruction, vice presidents of student services, Curriculum Committee chairs, and curriculum analysts. ECPC monitors all curricula at district campuses and forwards a recommendation to the State Center Community College Board of Trustees who grant ultimate approval. [Evidence: IIA.55, IIA.56, IIA.218, IIA.219]

Faculty forward programs that offer Certificates of Achievement (18 or more units of coursework required) and vocational Associate Degrees to the Central Valley Higher Education Consortium (CVHEC) for review. CVHEC then sends programs approved upon review to the California Community College Chancellor's Office for state approval. Faculty also send all new non-vocational Associate Degrees or significant revisions to the State Chancellor's office for approval. Thus, multiple constituencies closely scrutinize and evaluate all CCCC courses in their development, approval, implementation, and improvement. [Evidence: IIA.220, IIA.221, IIA.222]

CCCC established an independent Program Review/Student Learning Outcomes (PR/SLO) Committee in Fall 2012. A SLO Coordinator and a Program Review Coordinator co-chair the committee. The SLO Coordinator supervises SLO assessment and reporting. All programs are required to produce an Annual Progress Report whose main purpose is to analyze SLO data and make adjustments based on what the data reveal about student success. All instructional programs at CCCC are complying with a regular schedule of assessment and analysis. The Center has established general education learning outcomes and individual departments have been continually refining their course- and program-level outcomes with the several goals of embedding outcome assessment in ordinary achievement assessment at the course level; coordinating outcome assessment with annual departmental self-evaluation (which is already part

of the program review process); coordinating outcome assessment with Program Review itself (conducted by departments on a five-year cycle); and coordinating outcome assessment with the CCCC mission statement and Strategic Plan. Standard II.A.3 describes in detail the process of developing GELOs and coordinating their achievement with achievement of course- and program-level SLOs. CCCC has embraced a culture of evidence and has implemented it. [Evidence: IIA.68]

All programs at CCCC have mapped student learning outcomes to program learning outcomes and general education outcomes. Discipline faculty continually update the mapping grids. The SLO Coordinator reviews programs' SLO mapping and posts them on the CCCC PR/SLO Blackboard site. [Evidence: IIA.68]

Since Fall 2012, CCCC programs have been doing program review independently of Reedley College. The CCCC Program Review Coordinator keeps programs informed of their program review responsibilities, helps the SLO Coordinator schedule meetings of the PR/SLO Committee, and posts final program reports and the committee's evaluations of program reports (referred to as *substantiation of goals*) on the CCCC PR/SLO Blackboard site. [Evidence: IIA.68]

In an effort to better understand how faculty, staff and administration feel Clovis Community College Center is doing in terms of the accreditation standards, the Institutional Researcher designed a survey that she administers every three years. The most recent administration was Fall 2013. [Evidence: IIA.7]

#9 "Improving institutional effectiveness is valued throughout the College Center." 85.9 percent of faculty and staff strongly agree or agree that the College Center is committed to improving the institutional effectiveness of the Center.

#10 "Student learning outcomes are considered in program review and institutional planning." 97 percent of faculty and staff strongly agree or agree that student learning outcomes are considered in program review and institutional planning at the College Center.

#12 "The College Center uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes." 91 percent of faculty and staff strongly agree or agree that the College Center uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.

#16 "Student learning needs are central to the planning, development, and design of new facilities." 93.6 percent of faculty and staff strongly agree or agree that student learning needs are central to the planning, development, and design of new facilities.

### **Actionable Improvement Plan**

None

**II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

### **Descriptive Summary**

CCCC relies primarily on faculty expertise to determine competency levels and design measurable student learning outcomes (SLOs) at the course level, as well as program learning outcomes (PLOs), which in turn build towards general education learning outcomes (GELOs). The faculty have carefully mapped the outcomes at each level to the outcomes at each successive level, thereby ensuring that work at the course level ultimately fulfills the program and general education learning outcomes. The discipline experts in each department collaborate to establish outcomes using methods most appropriate for their field. Faculty review these outcomes yearly and vet them through institution-wide practices involving the Curriculum and Program Review Committees. This institution-wide process of analysis ensures that outcomes assessments are effective, revised as needed, and lead to competency necessary for program and certificate completion. [Evidence: IIA.67]

What began as the Willow International Curriculum Committee Project has now officially transitioned into the Clovis Community College Center Curriculum Committee as of Fall 2014. This committee performs a planning function, independent of the Reedley College Curriculum Committee, and reports only to the CCCC Academic Senate. The chair serves as a voting member of the Humanities Department of the Reedley College Curriculum Committee, along with other faculty members at CCCC who serve on the Reedley College Curriculum Committee. The Clovis Community College Center Curriculum Committee fashioned a course outline of record template, policy for program discontinuance, and organized and performed a "culling" of the Reedley College Catalog of Courses for the new college. In Fall 2014, the committee began to write a handbook for the new college's curriculum committee; the Academic Senate approved and adopted the handbook at its December 2, 2014 meeting. The handbook explains the committee's organizational structure, meeting protocol, approval procedures, and standards for course development. As in the past, all changes to curricula must align with the college's mission and with CID.org course objectives for transfer or advisories from technical partnering groups. At present, only the Reedley College Curriculum Committee performs this work per education code. Currently, the Center is working closely with the California Community College Chancellor's Office in identifying courses that will be copied over from Reedley College to CCCC. After the Center receives initial accreditation status, the Curriculum Committee will begin working as an independent, authoritative body of the management of all curricula, reporting to both the CCCC Academic Senate and to the State Chancellor's Office. [Evidence: IIA.45, IIA.46, IIA.120, IIA.121]

Different disciplines use different methods to determine competency levels and measurable student learning outcomes. Since professional judgment is indispensable to the process, faculty within a discipline discuss appropriate competency levels and measurable outcomes extensively and arrive at consensus before implementing specific SLOs and assessment instruments. Career and Technical Education (CTE) disciplines, for example child development and business,

collaborate with advisory committees as part of this process. These advisory committees include community members who work in related fields and industries and provide invaluable aid in program planning, development, and evaluation. They provide job market information, expected student competencies, and job placement assistance. [Evidence: IIA.137, IIA.138, IIA.139, IIA.148, IIA.225]

Effective communication of expectations to students at CCCC is a high priority of the faculty, and students have a clear path towards achieving the course and program outcomes. Faculty include course learning outcomes in all syllabi, which also provide clear information regarding assignments, grading, and other course policies. The CCCC Faculty Handbook lists these policies. The college catalog lists program and general education learning outcomes. The Student Success Committee plays a role in improving student learning through ongoing dialogue and planning of activities and strategies which help keep students on track. Additionally, the program review process is in place to evaluate the effectiveness of student achievement of outcomes at the course and program levels, and the college relies on the aid of an Institutional Researcher to employ data-driven procedures for further verification of student achievement. [Evidence: IIA.58, IIA.59, IIA.90, IIA.93, IIA.104, IIA.123, IIA.127, IIA.157, IIA.158]

CCCC faculty assess student achievement of learning outcomes on a regular and systematic basis, provide written documentation of results, and collaborate to address deficits as needed to ensure that the process results in continuous improvement in student success rates. Faculty analyze the results of assessment procedures to allow for revisions and fine-tuning so as to provide authentic feedback regarding student progress. In order to ensure that SLOs at the course level provide evidence of achievement at the program and general education levels, the faculty members have mapped outcomes at each level up to outcomes at higher levels.

### **Self-Evaluation**

CCCC meets this standard. Members of the faculty, in concert with administration and other staff, have been engaged in a continuous process of establishing, implementing, and evaluating learning outcomes at the course (SLOs), program (PLOs), and general education (GELOs) levels for several years. The CCCC Program Review/SLO Blackboard page houses records for each discipline regarding student and program outcomes; Standard IIA.3 discusses the general education level outcomes in more detail. Collaboration on learning outcomes is ongoing and involves full-time and part-time faculty; communication occurs via face-to-face meetings as well as e-mail correspondence. The entire college engages in dialogue regarding student learning in a number of committees, and there are opportunities for faculty and staff input during Duty Day events prior to the beginning of each semester and throughout the year. For example, during Spring 2014, multi-disciplinary faculty work groups met to exchange information on progress and next steps in the SLO process. At the Fall 2014 Duty Day, the SLO Coordinator and Institutional Researcher led a faculty workshop focusing on meaningful SLO data analysis. Full-time faculty also meet with part-time faculty during the evening Duty Day part-time meeting to discuss progress on student learning outcomes. [Evidence: IIA.22, IIA.23, IIA.24, IIA.25, IIA.26, IIA.27, IIA.28, IIA.29, IIA.68, IIA.207]

Through these efforts, the use of SLOs at CCCC is now an integral part of the campus culture. The Center's Program Review/SLO Blackboard page offers a thorough demonstration of each department's diligent work implementing and documenting the processes and products involved

in learning outcomes assessment. The Blackboard site houses assessments themselves, timelines for assessment, and assessment reports. The site also contains mappings of learning outcomes from the course to the institution's general education level, thereby ensuring that the day-to-day educational processes on campus are directed towards achieving the Center's mission. Learning outcomes at each level have been carefully aligned; course level outcomes feed into program level outcomes, which in turn feed into general education level outcomes. Mappings of these alignments are available on the PR/SLO Blackboard page. [Evidence IIA.67, IIA.68, IIA.73]

Implementation of the above-mentioned procedures has allowed for the development of high quality instruments to effectively assess achievement of outcomes across all areas of instruction. Faculty regularly assess SLOs according to the timelines developed by each department. Faculty examine results in a process of discussion, analysis, and revision in order to improve the quality of the assessments and to determine whether they need to modify pedagogical practices. For example, from 2012 through 2014, the Psychology Department monitored SLO assessment results and determined that the original assessments for its PSY-38 Lifespan Development course were too limited in number of items and range of course issues covered. Full-time faculty, in consultation with the part-time instructor of the course, made various modifications to the assessment to provide a broader picture of student knowledge. Faculty document assessment results in SLO Reports, which the SLO Coordinator posts in the PR/SLO Blackboard page program folders. Reports on the PR/SLO website contain examples of achievement. [Evidence: IIA.66, IIA.68, IIA.69, IIA.124, IIA.140]

In order to relate learning outcomes to competency levels for degrees, certificates, programs, and courses, faculty collaborate with the Curriculum Committee. Currently, CCCC uses the Reedley College Curriculum Handbook and Reedley College Program and Course Approval Handbook to identify criteria for developing courses, which in turn informs the development of student learning outcomes. Until CCCC's initial accreditation, the Reedley College Curriculum Committee oversees the development and modification of all course outlines of record and is responsible for ensuring that student learning outcomes are listed in the outlines. Faculty clearly list student learning outcomes in course syllabi. Course revision and new course proposal forms in use by CCCC specifically request the proposing faculty to align course content with measurable course objectives and SLOs. In addition, these same forms recommend that course outcomes or objectives for career technical education classes include the competencies listed in the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills. All new curricula and changes to existing curricula must align with the college's mission and with CID.org course objectives for transfer or advisories from technical partnering groups. At present, only the Reedley College Curriculum Committee performs this work per education code. The standard for updating courses every five years ensures timely compliance of all courses with this standard. [Evidence: IIA.44, IIA.46, IIA.57, IIA.73, IIA.86, IIA.93, IIA.121, IIA.123, IIA.223, IIA.224]

Until achievement of initial accreditation, CCCC will continue to be a part of the Reedley College Curriculum Committee, as outlined in the Descriptive Summary above. Two members of the CCCC committee continue to serve on the Reedley College Curriculum Committee. However, CCCC has established its own Curriculum Committee which will be ready to act as a fully-functioning independent body when the Center achieves accreditation. This committee is in the process of identifying courses from Reedley College as part of the curriculum transition

process. The committee has developed a curriculum handbook, a college catalog, and is working on loading curriculum onto CurricUNET. CCCC also utilizes a SLO Coordinator whose role includes monitoring the ongoing assessment, reporting, and use of student learning outcomes to improve the instructional process. Discipline faculty file Program Review/SLO Annual Progress Reports with the SLO Coordinator who posts them on CCCC's Program Review/SLO Blackboard page. [Evidence: IIA.85, IIA.89, IIA.90, IIA.120, IIA.121, IIA.124]

Augmenting the efforts of the Program Review/SLO and Curriculum Committees, the Student Success Committee also works to bolster student learning through ongoing dialogue and planning of strategies which help keep students on track. The committee has been crucial in bringing about a number of beneficial activities to enhance student achievement. For example, the committee was instrumental in arranging for the faculty to participate in the On Course staff development program in 2013 and has scheduled another program for January 2015. This program trains faculty and college, staff, and administrators in strategies for effective instruction and student engagement. The committee has also focused on college readiness events, embedded tutoring, learning communities, and psychological services in an effort to support student success and completion. These institution-wide practices reinforce day-to-day faculty endeavors in the classroom. [Evidence: IIA.158, IIA.215]

Career and Technical Education (CTE) Advisory committees serve to review curriculum and make recommendations for improvement so that student learning outcomes provide the necessary skills for competence in the field. The Child Development Advisory Committee consists of local professionals, including directors and administrators from private and state-funded child care centers, staff from First 5 of Fresno, and Clovis Unified School District Preschool and School-Age Program Coordinators. At advisory committee meetings, members provide feedback to the Child Development Center concerning current issues faced by the workforce in the area and how well the program meets community needs. Input serves a vital role in assisting the Child Development Department in remaining dynamic and in touch with the community. For example, in Fall 2013, the Child Development Department apprised the advisory committee of the transfer degree program, student achievement indicators, and the Child Development/Early Childhood Education statewide collaboration. The department solicited input from members regarding resources, support, and courses. The department also asked members what resources beyond unit-bearing courses could be provided to support the ECE field, various organizations, and the community. Some feedback included Saturday and evening workshops and a video library of classroom practices. The committee also voted to fund CD 19V- Coop Work Experience units for those students who are working towards the hours for their permit. [Evidence: IIA.137, IIA.138, IIA.139, IIA.225]

The Business Department also works with an advisory committee whose members include local-area businesses. The committee functions to keep the business department informed of changes in technology, business, industry and government. The Business Advisory Committee Handbook outlines procedures and responsibilities of the committee. The committee serves to review the curriculum and make recommendations for improvement. For example, in the Spring 2014, an advisory committee of the Business Department, CCCC's IT Advisory Committee (CTAC), held their annual meeting. The department updated committee members on the progress of the IT Support Technician Program and discussed course outlines for IS 63 and IS 64 networking courses. Committee members provided recommendations on the program. Through

communication and close cooperation with the community, CCCC continues to develop and conduct practical vocational education programs which will prepare students for work. The college also has an eye towards expansion of the CTE programs and facilities; a CTE building is a top priority for proposed development. [Evidence: IIA.125, IIA.135, IIA.136, IIA.226]

In addition to SLO and Program Review analysis, the institution evaluates the effectiveness of learning through the use of the Community College Survey of Student Engagement, administered in 2014 to measure the intended outcomes of the institution. An important goal of CCCC's general education learning outcomes is for students to be able to organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing. Approximately 80 percent of students reported that, within the past year, they had prepared two or more drafts of a paper or assignment before turning it in, and almost three-quarters of students had made a class presentation. 87.6 percent had discussed ideas from readings or classes with others outside of class, including students, family members, or co-workers.

Two additional general education learning outcomes that are crucial to any college education involve students learning to 1) employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions; and 2) to synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion. As seen in the CCSSE, a full 94.3 percent reported that the college contributed to their critical and analytical thinking, and 92.6 percent of students reported having asked questions in class or contributed to a class discussion in the past year. Over 90 percent of students responded that they had done each of the following:

- worked on a paper or project that required integrating ideas or information from various sources
- analyzed the basic elements of an idea, experience, or theory
- synthesized and organized ideas, information, or experiences in new ways
- used information read or heard to perform a new skill

[Evidence: IIA.9, IIA.10, IIA.11, IIA.12, IIA.13, IIA.14, IIA.15, IIA.16]

Equally crucial, the college lists among its general education learning outcomes that students be able to demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds. Over 80 percent of students surveyed reported that they had engaged in a serious conversation with a student of a different race or ethnicity or had serious conversations with students who differed in terms of religious beliefs, political opinions, or personal values.

Further evidence that the institution achieves an effective level of learning can be seen in CCCC's retention and successful completion rates, as well as the number of degrees and certificates awarded. As seen in the table below, the successful course completion rate hovers near 70 percent on a consistent basis; the retention rate has been above 90 percent every semester since Fall 2010. [Evidence: IIA.104]

**STUDENT ACHIEVEMENT INDICATORS**

WILLOW INTERNATI ONAL	09F A	10SP	10F A	11SP	11F A	12SP	12F A	13SP	13F A	14SP
<b>GPA</b>	2.37	2.41	2.39	2.43	2.44	2.42	2.37	2.44	2.37	2.38
<b>SUCCESS</b>	67.3	68.3	67.7	68.8	70.2	70.3	68.9	70.9	69.0	68.5
<b>RETENTION</b>	90.1	89.8	90.1	90.3	90.6	91.7	92.0	91.3	91.8	91.3
<b>ATTRITION</b>	9.9	10.2	9.9	9.7	9.4	8.3	8.0	8.7	8.2	8.7

Source: 2009-2014 WI ENROLLMENT TRENDS

Data on degrees and certificates awarded by CCCC can be seen in the table below. The number of Associate Degrees and Certificates awarded has increased from 42 in the 2010-2011 year to 213 in the 2013-2014 school year.

**OVERALL STUDENT PERFORMANCE – DEGREES AND CERTIFICATES**

DATA MART	2010-2011	2011-2012	2012-2013	2013-2014*
<b>ASSOCIATE OF ARTS</b>	30	33	78	55
<b>ASSOCIATE OF ARTS - T</b>	-	-	20	35
<b>ASSOCIATE OF SCIENCE</b>	10	14	40	54
<b>ASSOCIATE OF SCIENCE – T</b>	-	-	18	48
<b>CERTIFICATE – 18 to &lt;30 UNITS</b>	2	3	4	21
<b>TOTALS</b>	42	50	160	213

\* Totals are from SQL and are a subset of the Chancellor’s site data

\*\* Prior to 2010, Datatel did not have an indication for a “Willow” Graduation site and students were with all North Centers or Reedley college as a whole.

The data on successful transfers shown in the two tables below also highlight successful outcomes for students. [Evidence: IIA.105]

Table 1: Clovis Community College Center Transfer Data

Clovis Community College Center Transfer Rates						
Type	2010-11		2011-12		2012-13	
	Count	%	Count	%	Count	%
<b>CSU</b>	459	50.4	377	50.8	456	56.2
<b>UC</b>	53	5.8	43	5.8	57	7.0
<b>Public</b>	711	78.0	595	80.2	679	83.7
<b>Private</b>	200	22.0	147	19.8	132	16.3
<b>In-State</b>	760	83.4	622	83.8	722	89.0
<b>Out of State</b>	151	16.6	120	16.2	89	11.0

Data Source: National Student Clearinghouse; Compiled by CCCC Office of Institutional Research



Table 2: Subsequent Enrollment at California Schools

<b>Subsequent Enrollment to Selected California Schools from Clovis Community College Center</b>						
	<b>2010-11</b>		<b>2011-12</b>		<b>2012-13</b>	
	SE	%	SE	%	SE	%
<b>CSU FRESNO</b>	<b>398</b>	<b>62%</b>	<b>322</b>	<b>63%</b>	<b>409</b>	<b>68%</b>
<b>U OF PHOENIX</b>	33	5%	27	5%	21	4%
<b>FRESNO PACIFIC</b>	40	6%	28	6%	37	6%
<b>NATIONAL UNIV</b>	30	5%	26	5%	24	4%
<b>UC DAVIS</b>	12	2%	14	3%	16	3%
<b>UC IRVINE</b>	-	-	-	-	10	2%
<b>Subtotal</b>	<b>513</b>	<b>80%</b>	<b>417</b>	<b>82%</b>	<b>517</b>	<b>86%</b>
<b>Other (&lt; 10 Subsequent Enrollments)</b>	127	20%	91	18%	83	14%
<b>TOTAL</b>	640		508		600	

Method: The Institutional Researcher gave the name, birth date, and “search begin” date of the students to the National Student Clearinghouse for subsequent enrollment information. The Institutional Researcher determined the “search begin” date by establishing the final term of enrollment and beginning the search the following term. These counts include students whose primary campus location was Clovis Community College Center. The Institutional Researcher submitted annual data to the NSCH during the summer for the year proceeding the year currently ending (thus giving students at least one full year to have enrolled and been accounted for at another institution). Table 1 reports data for these students. If the Institutional Researcher conducted a new query to the NSCH, the numbers would certainly increase.

\* Some colleges do not report data to the National Clearinghouse. There are 22 such schools in California (with enrollment > 1,000, primarily private). It is possible that subsequent enrollment numbers are under-represented.

Table 2 is a subset of Table 1 and indicates chosen *California* institutions along with their subsequent enrollment (SE) figures. Typically, these are the primary California institutions that student go to most often. University of Phoenix is included because while it is considered an “out of state” institution, there is a campus in Fresno that students may attend.

Furthermore, a report done for the engineering program in December 2013 provides a detailed example of successful transfer for that discipline. The Office of Institutional Research identified 108 successful transfers in engineering; out of those who transferred, there were 24 (22.2 percent) students who had completed their degrees at the transfer institutions. Of those who had yet to graduate at the time of the report, 78 (72.2 percent) remained enrolled as of the Fall 2013 term. As part of the effort to increase student success, the Clovis Community College Center Faculty Handbook outlines policies and procedures the administration require faculty to follow; administration has designed the procedures to communicate faculty expectations to students. For example, syllabi list course learning outcomes and objectives, assignments, grading criteria, and important calendar dates. Including this information in all syllabi is an important step towards supporting students and helping them to be successful. Evidence that students at the Center feel

supported in their college experience can be seen in the CCSSE. Results reveal that over 90 percent of students surveyed at CCCC reported that the college gave support to help them succeed in college, and over 86 percent rated the instructors on the higher end regarding the extent to which instructors were available, helpful, and sympathetic. [Evidence IIA.9, IIA.10, IIA.11, IIA.12, IIA.13, IIA.14, IIA.15, IIA.16, IIA.35, IIA.58, IIA.59, IIA.93, IIA.123]

The totality of processes outlined above ensures continuous improvement towards achievement of CCCC's educational mission.

### **Actionable Improvement Plan**

CCCC will develop and implement a process to establish independent curriculum for Clovis Community College with the State Chancellor's Office, and by using Datatel/Ellucian, and CurricUNET.

### **II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

#### **Descriptive Summary**

CCCC demonstrates the high quality of its instruction in numerous ways. A highly professional teaching corps is the primary safeguard of high-quality instruction in any institution. The process for hiring full-time faculty at CCCC is extremely rigorous and ensures that the Center hires only the most qualified and committed instructors as full-time instructors. In addition, peers evaluate and assess both full- and part-time faculty on a regular schedule. The evaluation procedure is friendly but stringent and encourages faculty to find ways they can make their instruction more effective.

All instructors have extensive subject-matter backgrounds and many part-time faculty are practitioners in their fields. Institutional effectiveness outcomes such as the number of degrees awarded and the number of students transferring to four-year institutions demonstrate, indirectly but convincingly, the knowledge gained by students.

In cooperation with the Reedley College Articulation Officer, the CCCC Articulation Officer, beginning in Fall 2013, has actively pursued articulation agreements between the future Clovis Community College and four-year institutions. Public and private institutions in the state and nation widely accept CCCC credits, and the Articulation Officer is ensuring that these sound articulation relationships will transfer smoothly to Clovis Community College.

Faculty peer evaluations and classroom observations provide a formal structure which ensures that instructors benefit from each other's experience in the classroom. Observation and evaluation also promote the crucial component of informal dialogue among instructors on instructional methods and course content. Student surveys at CCCC indicate overall student satisfaction with course content and instruction.

The Reedley Curriculum Committee, the Clovis Curriculum Committee (in waiting), the College Center Council, the Program Review/Student Learning Outcomes Committee, the Student Success Committee, the Academic Senate, and the Campus President's Cabinet regularly discuss issues related to both new and existing programs. Institutional dialogue occurs at the department

level and in formal and informal conversations and meetings with the academic deans and Vice President of Instruction and Student Services during program review and schedule-development meetings which take place every semester.

Faculty are responsible for the breadth, depth, rigor, sequencing of courses, and synthesis of learning necessary for certificates of achievement, occupational certificates, and associate degree programs. The curriculum process primarily addresses these issues. When faculty submit courses for approval, an essential component of the process is demonstrating to Curriculum Committee members that the courses are collegiate in nature, respond to an identified need, and fit within a program.

At the time the Curriculum Committee approves a course, if the submitting faculty member requests either CSU or UC transferability, a separate process, led by Reedley and CCCC's Articulation Officers, begins. The Articulation Officer submits the course outline of record to local CSU or UC articulation offices for approval. In occupational programs, the advisory committee meets yearly to review existing programs and courses and recommend new certificates and courses.

The CCCC Curriculum Committee ensures that faculty design every course to meet standards of appropriate breadth, depth, rigor, sequencing, and time to completion. Each program maps its course-level outcomes onto program-level outcomes, and these onto general education-level (or institution-level) outcomes. The SLO Coordinator supervises this work and ensures that there is synthesis of learning within programs and across the institution.

Department chairs work with academic administrators, counselors, and individual faculty members to ensure that courses needed for a certificate or a degree are scheduled so that well-prepared students can complete a program in two years if they attend full-time. Each department also tries to offer transfer-essential courses in as many terms as possible during the academic year in order to facilitate the progress of their students, even those who are "off-track."

The science departments particularly recognize the time-to-completion challenge that confronts their students because of the high unit count of the coursework and the large number of sequential classes needed for transfer. During each scheduling period the faculty of the chemistry, life sciences, physics, mathematics, and engineering departments consult with one another on scheduling in order to minimize any time overlap of courses commonly taken by science and engineering majors.

### **Self-Evaluation**

CCCC meets this standard. All faculty, full-time and part-time, have extensive subject matter backgrounds. Faculty regularly use peer evaluations and classroom observations to ensure that instructors benefit from each other's experience. Student questionnaires provide feedback regarding student satisfaction with course content and instruction. [Evidence: IIA.200, IIA.201]

Institutional dialogue occurs at the department level and in Curriculum Committee meetings as well as in meetings of the College Center Council, Program Review/Student Learning Outcomes Committee, the Academic Senate Committee, and the Campus President's Cabinet regarding

issues related to both new and existing programs. These constituency groups evaluate courses to ensure that they are collegiate in nature, respond to an identified need, and fit within a program. The number of degrees awarded and the number of students transferring to four-year institutions demonstrate synthesis of learning indirectly but convincingly. [Evidence: IIA.89, IIA.120]

As mentioned in the response to Standard II.A.2.a., CCCC has crafted a strong response to the call for a culture of completion in California's community colleges. Evidence shows that students with well-defined goals are more likely to earn an Associate's Degree or transfer to a four-year institution. Beginning with the fall semester of 2013, CCCC has required students to meet with a counselor to develop a Student Educational Plan (SEP). In 2011, in response to the Student Success Initiative (SB 1456) and the Student Transfer Achievement Reform Act (SB 1440 and SB 440), CCCC programs began developing Associate Degrees for Transfer (ADT), also referred to as Transfer Model Curricula (TMC). Students who earn ADTs at CCCC will be guaranteed admission to a California State University with junior standing. By the end of the spring semester of 2015, all programs at CCCC will have established ADTs (with the exception of exempted programs like engineering). [Evidence: IIA.111, IIA.217]

The 2013 Accreditation Survey taken by faculty, staff, and administrators reveals the following:

#6 "Students completing vocational and occupational certificates and/or AA/AS degrees are prepared for external licensure and certification and can apply those skills at the workplace, as needed." 93.2 percent of faculty and staff strongly agree or agree that students completing vocational and occupational certificates and/or AA/AS degrees are prepared for external licensure and certification and can apply those skills at the workplace, as needed.

#7 "The Center's students completing AA/AS degrees/programs are prepared for transfer to four-year institutions." 97.9 percent of faculty and staff strongly agree or agree that the Center's students completing AA/AS degrees/programs are prepared for transfer to four-year institutions.

#15 "The criteria of hiring faculty include knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution." 92.4 percent of faculty and staff strongly agree or agree that the criteria of hiring faculty include knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution.

# 13 "The College Center supports academic freedom." 96 percent of faculty and staff strongly agree or agree that the College Center supports academic freedom.

# 14 "Faculty members are fair and objective in their presentation of course material." 96.3 percent of faculty and staff strongly agree or agree that faculty members are fair and objective in their presentation of course material.

[Evidence: IIA.7]

As CCCC moves to accreditation as an independent college, faculty and administrators expect to expand offerings in career technical education (CTE) as well as online offerings. In accordance

with the 2013-17 Strategic Plan, CCCC is working with the District-wide Signature Program Taskforce to develop high-quality CTE signature programs and facilities for Clovis Community College. The Strategic Plan also calls for the Center to collaborate with external partners to assess, maintain, and develop career technical programs, and to increase the number of opportunities for quality work experience, job shadowing, service learning, and intern experiences for students. All of these measures will ensure that CTE instruction at CCCC will be of the highest quality with appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. [Evidence: IIA.70, IIA.71]

### **Actionable Improvement Plan**

None

### **II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

#### **Descriptive Summary**

Faculty are familiar with the research on effective methods for study, learning, and instruction. Faculty apply this research in the classroom and make students aware of the research so that they can apply it to the studying they do outside the classroom. In addition to lecturing to present important course concepts, faculty guide participatory events such as discussions, individual and team research, field work and activities, and use tools such as PowerPoint presentations and topical videos followed by extensive discussion as a class, in groups, and through short essays. The faculty evaluation form includes a question about the instructor's sensitivity to diverse learning styles and the use of appropriate delivery modes and teaching methodologies to ensure that all students are able to master course material in ways most suited to them. [Evidence: IIA.200, IIA.205]

More than 30 CCCC faculty and staff participated in a three-day On Course workshop in May 2013 to learn and practice techniques which research has shown to increase student engagement and student responsibility. A second three-day On Course workshop is scheduled for January 2015.

At the beginning of every semester, through campus-wide e-mail, the office of Disabled Students Programs and Services (DSPPS) and the Tutorial Center inform the entire campus of the services they offer. Faculty routinely invite these specialists into their classrooms for presentations on different learning strategies, disabilities, and to explain what support services are available to students.

Research shows that institutions which set aside time for teachers to talk to each other experience increases in instructional quality, institutional morale, and student success. On Duty Day and Flex Day each semester CCCC instructors have a structured opportunity to discuss education and its improvement. In the department meetings scheduled for the afternoons of Duty Days, faculty have an opportunity to engage more informally in discussions of delivery methods. More generally, faculty at CCCC have also made these kinds of discussions an informal priority in their professional lives. They engage in lively discussions of learning strategies, teaching methodologies, and student performance in numerous informal settings as well as formal settings

such as department meetings, Academic Senate, and Program Review/Student Learning Outcome Committee meetings. These discussions often take place when a committee meeting has adjourned and committee members linger to further explore pedagogical or policy issues brought up at the meeting. Concerning distance education in particular, the CCCC Distance Education Technology Advisory Committee discusses, formulates, and disseminates best practices concerning distance education. [Evidence: IIA.264]

As an institution, CCCC, following AAUP guidelines, encourages each faculty member to use the best teaching methods. DSPS is very helpful in this regard. When DSPS approves a student for services, DSPS and the student provide the instructor with a list of appropriate accommodations.

Faculty members participate in conferences, workshops, Flex Day activities, and other professional development activities devoted to learning needs and pedagogical approaches. Many faculty are involved in organizations that promote quality instructional practices (the San Joaquin Valley Writing Project, the San Joaquin Valley Math Project, and On Course are three examples).

Faculty use a variety of means to assess student learning. Faculty typically use written exams and quizzes, and depending on the course and instructor, they use a variety of other assessment tools such as journals, research papers, group projects, presentations and speeches, demonstrations, projects, and portfolios as well. A variety of teaching methodologies appropriate to courses and disciplines also support the needs of students. These include online instruction, computer-aided instruction, tutoring, and open access labs. Regardless of the teaching methodology, the ultimate goal of each course is student learning as delineated in the student learning outcomes section of each course outline of record.

Instructors who teach multiple levels of classes within a discipline are able to see what skills and concepts they need to address more effectively in the lower-level courses (basic and developmental courses). This applies especially to English and math courses, where there are two or more levels of pre-collegiate courses. An instructor teaching a college-level course is able to see which basic skills and concepts students continue to struggle with. The instructor can then adjust instruction in pre-collegiate courses to reinforce mastery of skills which are essential to the future success of students.

The Tutorial Center is also an invaluable resource for providing the individualized instruction that many students need. Students can come to the Tutorial Center and take a learning style assessment. After taking the assessment, students work with peer tutors to create an individualized study plan that capitalizes on their learning style preferences. Tutors offer students suggestions on which study methods will optimize their success in the classroom. [Evidence: IIA.228, IIA.229, IIA.230, IIA.231, IIA.232]

The Office of Disabled Students Programs and Services (DSPS) ensures that CCCC accommodates the needs of special-needs students.

## **Self-Evaluation**

CCCC meets this standard. As mentioned in the descriptive summary, more than 30 CCCC faculty and staff participated in a three-day On Course workshop in May 2013. Many faculty have implemented features of the On Course program. A combination of lecture, coaching, small-group projects, and student presentations of course material has become the norm of instruction at CCCC. Faculty at CCCC report that implementation of the learning strategies and instructional methods learned during the On Course workshop have had a strong positive impact on the ability of students to take responsibility for their educations and master necessary skills more effectively.

The results of the 2013 Accreditation Survey show that CCCC faculty and staff think that the Center meets Standard II.A.2.d:

# 11 “Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.” 95.5 percent of faculty and staff strongly agree or agree that instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.

## **Actionable Improvement Plan**

This standard is met, but to further improve efficiency the Distance Education and Technology Advisory Committee will continue to review and analyze data on distance education in order to improve retention and success rates in distance education courses.

## **II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

### **Descriptive Summary**

CCCC evaluates courses and programs through an ongoing program review process in order to improve the quality of programs, stimulate curriculum changes, and enhance current curriculum. Instructional program review occurs every five years and includes an analysis of the following: 1) relevance and currency of the program; 2) student learning outcome (SLO) assessment development, use, and achievement; 3) curriculum sequencing, updates, and instructional methodologies; and 4) annual goals and both short- and long-term visions for the future of the program. The data collected and evaluated include the results of outcome assessments, student retention, persistence, and success rates, along with other relevant program data which elucidate program effectiveness. All discipline faculty follow this process for programs, regardless of type (collegiate, developmental, or career technical education), and the CCCC Program Review Committee, composed of both faculty and administration, oversees the process.

Whereas program review provides for systematic review of programs, the Reedley College Curriculum Committee ensures that programs also regularly review courses. Currently, only the Reedley College Curriculum Committee performs this task as required by education code; however, two members of the CCCC Curriculum Committee serve on Reedley’s curriculum committee, as described in Standard IIA.2.b. After CCCC achieves initial accreditation status, the State Center Community College District Board of Trustees will vote, and the Clovis Community College Curriculum Committee will then begin working as an independent body,

managing all of the new college's curricular processes. At present, the Reedley College Curriculum Committee continues to monitor each department's processes for curriculum renewal, including updated course outlines of records (CORs) and validation of prerequisites and co-requisites. This committee oversees the development of new courses, as well as changes to existing courses. Reedley College utilizes the Chancellor's Office Program and Course Approval Handbook in outlining the committee's responsibilities for oversight and the necessary criteria and standards for course development and procedures for approval. This process ensures the relevance and appropriateness of courses and programs, thereby ensuring a comprehensive evaluation of each program's role in the overall college curriculum.

Faculty and staff use the results of program review in institutional planning, which incorporates the improvement needs of courses and programs based on assessment outcomes. For example, data from program review inform decisions that prioritize hiring of new faculty, purchase of equipment and supplies, and classroom renovation and allocation. Resource allocation as well as institutional Strategic Plans will thereby emerge from local program plans.

Furthermore, mapping of student learning outcomes from the course level (SLO), to the program level (PLO), to the general education level (GELO) clarifies the role of each program in helping to achieve CCCC's mission. Faculty and staff have carefully mapped the outcomes at each level to the outcomes at each successive level, illustrating how work at the course level is appropriately geared towards fulfilling outcomes at higher levels. There is a college-wide effort toward helping students succeed, and thus college planning is systematically tied to the outcomes of program review. This occurs via a collaborative decision-making process. [Evidence: IIA.67, IIA.74]

### **Self-Evaluation**

CCCC meets this standard. The Center routinely evaluates the effectiveness of its courses and programs primarily through Program Review. CCCC has completed Cycle Three of Program Review and is moving on to Cycle Four. In the past cycle, CCCC relied on the Program Review Cycle Three Handbook to guide this process; the Center now uses the Program Review Cycle Four Handbook. CCCC faculty and staff evaluate all courses and programs, whether transfer, degree applicable, vocational, or developmental/pre-collegiate, whether delivered face-to-face or via distance education, through the program review process to ensure relevance, appropriateness, and achievement of student learning outcomes. Discipline faculty create and provide a student learning outcomes assessment timeline for all courses. The Program Review/SLO (PR/SLO) website displays the results of this ongoing evaluation for all courses. Program Review reports on the Center's PR/SLO Blackboard page illustrate how departments use quantitative and qualitative data to demonstrate program strengths and substantiated goals to improve program weaknesses. [Evidence: IIA.68, IIA.82, IIA.83]

The focus of program review is on learning outcomes, specifically the ongoing identification, revision, implementation, and assessment of SLOs at course and program levels. The SLO-PLO-GELO mapping of student learning outcomes illustrates how work at the course level builds towards fulfillment of outcomes at higher levels. In addition to SLO assessment, departments provide a broad set of qualitative and quantitative data, including demographic enrollment trends by age, gender, and ethnicity, full- and part-time student status, program mark analysis, student



success and retention rates, and the number of degrees and certificates awarded. Program review also looks at the ratio of full- and part-time faculty and the ratio of full-time equivalent students to faculty. Faculty follow this process for all courses, whether delivered face-to-face or via distance education, to ensure relevance, appropriateness, and achievement of student learning outcomes. For example, Program Review reports include a comparative analysis of success and retention rates for traditional vs. online courses. [Evidence IIA.67, IIA.69]

The Curriculum Committee also plays a crucial role in ensuring that courses and programs are relevant and appropriate; the Reedley College Program and Course Approval Handbook outlines the committee's duties and lists the necessary criteria and standards for course development and the procedures for approval. As discussed in Standard II.A.2.b., CCCC is in the process of establishing an independent curriculum committee which will be operational after the college receives initial accreditation. The committee regularly monitors the development of all new courses and modifications to existing courses. In order to ease the transfer process to four-year colleges, several disciplines have added transfer degrees to their programs in accordance with the Student Transfer Achievement Reform Act (SB 1440) and the Common Course Numbering System (SB 1415). In developing these new degrees, faculty adhered to the Transfer Model Curriculum (TMC), a set of common degree requirements, and the Course Identification Numbering System (C-ID), which aids articulation throughout the community college and California State University systems. Transfer degrees at CCCC include Administration of Justice, Business Administration, Communication, English, Early Childhood Education, Kinesiology, Mathematics, Physics, Sociology and Psychology. [Evidence IIA.57, IIA.85, IIA.86, IIA.233, IIA.234, IIA.235]

In order to aid students in their degree and transfer goals, flowcharts demonstrate how students should take required courses in sequences and how prerequisites fit together. The Curriculum Committee also ensures that course syllabi communicate expected learning outcomes to students in all courses, and the Reedley College/CCCC Catalog lists criteria for degrees and certificates. [Evidence: IIA.45, IIA.89, IIA.90, IIA.192]

In addition to Program Review and Curriculum Committee work, faculty and staff collaborate to develop student learning outcomes, systematically evaluate their progress in assessing and achieving those outcomes, and file PR/SLO Annual Progress Reports each year with the Dean of Instruction and the CCCC Program Review/SLO Assessment website. Each program is responsible for documenting the SLOs, the SLO assessments, and the SLO reports each calendar year. [Evidence: IIA.68, IIA.69, IIA.124]

As student success is at the center of the institution's efforts, faculty and staff work together to determine how best to use the results of SLO assessments to improve future instructional programs. Course syllabi communicate expected learning outcomes to students in all courses. Furthermore, in order to aid students in their degree and transfer goals, flowcharts demonstrate course requirements. Essentially, the course and program level outcomes drive the college curricula for all departments at CCCC. Faculty have aligned student learning outcomes (SLOs) for individual courses with each department's overall program learning outcomes (PLOs) and then aligned PLOs with the general education learning outcomes (GELOs) that serve as a road map to guide all instruction towards achievement of CCCC's mission. This alignment, in concert with the assessment of student learning outcomes at the course level, helps to ensure the success

of program and institutional learning outcomes for the Center. [Evidence: IIA.46, IIA.67, IIA.73, IIA.90, IIA.92, IIA.93, IIA.117, IIA.118]

Placement test results reveal that basic skills courses in English and math are highly relevant to the success of students. CCCC's Tutorial Center provides exceptional support services for students in these areas. CCSSE survey results showed that over 90 percent of students at CCCC felt the Center gave support to help them succeed. [Evidence: IIA.12, IIA.131]

Student success is also dependent on access to funding. Eligible students may receive financial aid in the form of grants, loans, fee waivers, and federal work-study. The CalWORKS Program is geared toward helping students who are the single heads of household with dependent children; qualified individuals may receive childcare benefits and textbook vouchers. Counselors ensure student compliance with CalWORKS criteria. The Disabled Students Programs and Services (DSPS) office, which provides specialized counseling, support services, and resources to students with temporary or permanent disabilities, addresses other barriers to success. DSPS offers assessments to determine if a learning disability exists and provides training, assistance, and resource information in the use of adaptive computer technology and assistive software programs for students with disabilities. The Student Support Services (SSS) Program promotes the retention and transfer rates of student with disabilities. [Evidence: IIA.36, IIA.38, IIA.90, IIA.119]

Ultimately, the effectiveness of CCCC's courses and programs is evident in the success of its students. The outcome of student learning for all students can be seen in retention and successful completion rates from Fall 2009 through Spring 2014. The retention rate has exceeded 90 percent and the successful course completion rate has been approximately 70 percent, both on a very consistent basis. [Evidence: IIA.104]

### STUDENT ACHIEVEMENT INDICATORS

CCCC	09FA	10SP	10FA	11SP	11FA	12SP	12FA	13SP	13FA	14SP
<b>GPA</b>	<b>2.37</b>	<b>2.41</b>	<b>2.39</b>	<b>2.43</b>	<b>2.44</b>	<b>2.42</b>	<b>2.37</b>	<b>2.44</b>	<b>2.37</b>	<b>2.38</b>
<b>SUCCESS</b>	<b>67.3</b>	<b>68.3</b>	<b>67.7</b>	<b>68.8</b>	<b>70.2</b>	<b>70.3</b>	<b>68.9</b>	<b>70.9</b>	<b>69.0</b>	<b>68.5</b>
<b>RETENTION</b>	<b>90.1</b>	<b>89.8</b>	<b>90.1</b>	<b>90.3</b>	<b>90.6</b>	<b>91.7</b>	<b>92.0</b>	<b>91.3</b>	<b>91.8</b>	<b>91.3</b>
<b>ATTRITION</b>	<b>9.9</b>	<b>10.2</b>	<b>9.9</b>	<b>9.7</b>	<b>9.4</b>	<b>8.3</b>	<b>8.0</b>	<b>8.7</b>	<b>8.2</b>	<b>8.7</b>

Source: 2009-2014 WI ENROLLMENT TRENDS

The Center also collects data on the number of students who obtain degrees, documenting a total of 435 associate degrees and 30 certificates awarded between 2010 and 2014. Note that the large majority of both were awarded in the last two years, reflecting increasing enrollment rates and the development of Associate Degrees for Transfer (see table below). Standard II.A.2.b above presents further, detailed information on transfer rates to four-year institutions. [Evidence: IIA.104]

## OVERALL STUDENT PERFORMANCE – DEGREES AND CERTIFICATES

DATA MART	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014*
ASSOCIATE OF ARTS		30	33	78	55
ASSOCIATE OF ARTS - T		-	-	20	35
ASSOCIATE OF SCIENCE		10	14	40	54
ASSOCIATE OF SCIENCE – T		-	-	18	48
CERTIFICATE – 18 to <30 UNITS		2	3	4	21
<b>TOTALS</b>		<b>42</b>	<b>50</b>	<b>160</b>	<b>213</b>

\* Totals are from SQL and are a subset of the Chancellor’s site data

\*\* Prior to 2010, Datatel did not have an indication for a “Willow” or “CCCC” graduation site and students were with all North Centers or Reedley college as a whole.

Faculty, staff, and administration systematically tie Program Review to college planning. The planning and resource allocation process integrates the program review process at CCCC via the Continuous Improvement—Collaborative Decision-Making Process. Institutional planning, in terms of decision-making, funding, and resource allocation, relies in part on the results of Program Review in order to achieve short- and long-term goals. As noted, the evaluation of program data influences decision-making with respect to hiring of new faculty, course additions, and classroom allocation. Certificated Staffing Requests must justify the need for new faculty using information from the Program Review reports. For example, the Center hired five new full-time faculty in 2014, considering information from Program Review reports pertaining to full-time to part-time faculty ratios, full-time equivalent faculty (FTEF), full-time equivalent students (FTES), and courses offered. Action Plan Funding Requests and expenditure plans rely on this process also; faculty and staff must indicate how the Action Plan Funding Request relates to Program Review recommendations. Program Review also aids in assessing the extent to which programs and services support the long-term goals of the college as outlined in the mission and Strategic Plan. [Evidence: IIA.74, IIA.89, IIA.106, IIA.107, IIA.108, IIA.109, IIA.110, IIA.111, IIA.113, IIA.265]

### Actionable Improvement Plans

None

**II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

### Descriptive Summary

CCCC uses a planning process that is collaborative and ongoing. Working with faculty and staff, the administration have designed the process to continuously improve student learning and achievement through effective programs, resource allocation, and ongoing re-evaluation. All stakeholders have designated roles in the planning process, which is systematic and data-driven. The planning process is codified in the Faculty Handbook and in the College Center Council’s Integrated Planning/Participatory Governance Handbook. [Evidence: IIA.58, IIA.59, IIA.61, IIA.62, IIA.74, IIA.113]

CCCC's mission and vision statements guide planning. The mission statement expresses our commitment to data-driven cycles of research and innovation for student learning:

Clovis Community College Center: Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

The vision statement expresses our aspiration for the future:

Clovis Community College Center is the college of choice for academic excellence, innovation, and student achievement.

CCCC has developed the mission and vision statements to align with State Center Community College District's mission and vision statements:

#### SCCCD Mission Statement

State Center Community College District is committed to student learning and student success, while providing accessible, high quality, innovative educational programs and student support services to our diverse community by offering associate degrees, university transfer courses and career technical programs that meet the academic and workforce needs of the San Joaquin Valley and cultivate an educationally prepared citizenry.

#### SCCCD Vision Statement

State Center Community College District will demonstrate exemplary educational leadership to foster and cultivate a skilled workforce and an educated citizenry that is well prepared professionally and personally to contribute to our community.

CCCC constituent groups created the above statements to highlight the core values of both the Center and district, namely student learning, success, access, and diversity through innovation and student support. CCCC has established a culture of communication through ongoing dialogue with stakeholders, through newsletters and meeting minutes, and through ready access to data. For example, the Clovis Community College Institutional Planning website on Blackboard is readily available.

There are five steps to CCCC's institutionalized planning process, each fully supporting the mission of student learning:

(1). Qualitative and quantitative data enriched by conversations with appropriate stakeholders drive **evaluation**. CCCC draws on such tools as surveys; community conversations; Program

Reviews; student learning outcome assessments for courses, programs, and general education goals; Student Success Scorecard, etc. CCCC currently shares an Institutional Researcher with Reedley College but as a part of the Staffing Plan, the Center will have a full-time Institutional Researcher in place by the end of Spring 2015. CCCC draws additional data from the SCCCD Institutional Research Department, which maintains a data bank webpage that is available to all stakeholders ([www.ir.sccd.com](http://www.ir.sccd.com)). [Evidence: IIA.60, IIA.68, IIA.236, IIA.237, IIA.238]

(2) CCCC coordinates **integrated planning** so the campus Strategic Plan is fully supportive of the SCCCD plan and so CCCC's strategic goals directly affect the overarching goal of continual improvement of student learning through innovative and sound instructional programs and through student support programs such as tutorial and library services.

The Center has developed various planning documents, which are in the cycle for improvement and revision as necessary. For example, through consultation and collaboration among the faculty, classified staff, student representatives, and administration, CCCC has developed an Educational Master Plan and a four-year Strategic Plan with annual updates, and living plans for enrollment management, student success, matriculation, technology, and future needs (program reviews and annual reports, facilities, and staffing). The process of developing and implementing a plan is the responsibility of the College Center Council, which includes representatives of all constituent groups (administration, faculty, classified, and students). [Evidence: IIA.5, IIA.6, IIA.70, IIA.71, IIA.72, IIA.81, IIA.199, IIA.236, IIA.239, IIA.240]

(3) **Resource allocation** is an integral part of the planning process that begins with identification of needs. Although the district and the goals of the District Strategic Plan determine the general budget, allocated by the district, CCCC plans and approves most of the projects not covered by the general fund budget through the College Center Council. Faculty and staff members complete an "Action Plan Funding Request," which identifies projects and expenditures that may be covered by lottery funds, grant funds, etc. The form requires that the project directly support the mission statement and specific planning documents (Strategic Plan, Enrollment Management Plan, Student Success Plan, etc.) and/or to Program Review or student learning outcomes assessments. The request also requires that the originator establish a timeline, set goals, explain the need for the funds, and designate an individual who is responsible for the implementation and monitoring of the project. [Evidence: IIA.106]

As a part of resource allocation, a Staffing Plan has established future needs for academic and classified personnel. The Staffing Plan provides for growth and establishes sufficient personnel for all of the college functions currently performed on CCCC's behalf by Reedley College. [Evidence: IIA.236]

The deans of instruction and student services in collaboration with discipline faculty, the Vice President of Instruction and Student Services, and the Campus President develop externally-funded grant resources and community partnership resources to ensure appropriate expenditures.

(4) Once the College Center Council approves resources and those resources are available, responsible individuals in cooperation with administration and appropriate faculty and staff

**implement** the program and make regular reports to the College Center Council for oversight. [Evidence IIA.111, IIA.113]

(5) CCCC collects and compares qualitative and quantitative data to the goals of the program for the purpose of **re-evaluation and improvement**. Through the collaboration and consultation with stakeholders, the College Center Council may set new goals, change processes, or make other changes to ensure that the Center utilizes resources well and directs them well toward the goal of student learning. [Evidence: IIA.69, IIA.111, IIA.113]

CCCC assures ongoing re-evaluation of progress, in part, through the program review processes described in Standard II.A.2.e and through the integrated planning process described above. CCCC incorporates results of student learning outcomes assessment into the strategic planning processes. Other planning activities include identifying resources needed for new courses on the course outlines of record submitted to the Curriculum Committee and Program Review data used to make recommendations on full-time position allocations.

To apply for a portion of the campus' discretionary funds, departments must show the relevance of their requests to their Program Review, Strategic Plan, or other operational plans. Departments must commit to measuring the impact of the funds on their student learning outcomes.

The College Center Council is responsible for the continuing process of strategic planning. The College Center Council also guides the Center in the systematic cycle of evaluation, integrated planning, implementation, and reevaluation. The Institutional Researcher provides necessary data and regularly attends the meetings as a resource. This process and the above examples show continuing refinement of systematic evaluation and planning at CCCC. The availability of data and documents online and in print is also useful in informing appropriate constituencies.

The Educational Master Plan is available to the public and internal constituencies on CCCC's Blackboard site. Data about the Center and its students are also readily available on the Institutional Research website which is open to the public, providing enrollment patterns, demographics, student educational goals, and institutional measures of success such as the number of degrees and certificates awarded and the number of students transferring to four-year colleges. The Center employs an Institutional Researcher who provides consistent and understandable data for faculty to interpret in Program Reviews.

### **Self-Evaluation**

CCCC meets this standard. Program Review and the program planning process utilize results of student learning outcomes assessments and then weave those results into the educational master planning and strategic planning processes. Request for campus discretionary funds must show relevance of the request to Program Review and planning documents. The College Center Council is made up of representatives from all institutional constituencies, meets regularly, and is responsible for the continuing process of strategic planning. [Evidence: IIA.62, IIA.70, IIA.71, IIA.72, IIA.81, IIA.106, IIA.107, IIA.108, IIA.110]

CCCC has utilized an SLO Coordinator since Spring 2011. The SLO Coordinator assists the Vice President of Instruction and Student Services in the continued development and

administration of a systematic evaluation and planning process which ensures that SLOs are current and effectively measure student achievement for courses, certificates, and programs including general and vocational education and degrees. [Evidence: IIA.81, IIA.124]

The CCCC Program Review/SLO Committee has been operational since Spring 2012. This joint committee is crucial in implementing the SLO process on a college-wide basis and has ensured that learning outcomes assessment is an integral part of program review. The SLO Coordinator works to ensure communication is ongoing and that faculty have opportunities to work collaboratively to improve SLO planning and assessment processes. As described in Standard II.A.2.b, faculty met in work groups to exchange information on progress and next steps in the SLO process. The Fall 2014 Duty Day offered a faculty workshop on data analysis. Full- and part-time faculty met during the evening Duty Day part-time meeting to further discuss student learning outcomes. [Evidence: IIA.22, IIA.23, IIA.24, IIA.25, IIA.26, IIA.27, IIA.28, IIA.29, IIA.68, IIA.207]

CCCC uses a timeline for SLO assessment that has enabled departments to achieve a proficiency level in the use of SLOs to improve student achievement. The timeline includes the following steps in a semester-by-semester sequence: determining the assessment tool, defining the measure of success, assessing the outcome, evaluation of assessment data, recommendations for changes in instruction based on the evaluation, implementation of changes (if needed), and finally, reporting the process. [Evidence: IIA.66]

CCCC makes regular use of a Blackboard site where all departments place data on course and program assessment timelines, assessment instruments, communication, and mapping. This facilitates the integration planning across departments. [Evidence: IIA.68]

### **Actionable Improvement Plan**

None

### **II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

#### **Descriptive Summary**

Departments at CCCC do not currently use departmental course or program examinations. However, as part of developing systematic SLO assessments at the course, program, certificate, and degree levels, administration encourages departments to explore uniform outcomes assessments. Examples include incorporating some common questions on tests, course or program portfolio reviews, and standard rubrics to assess SLOs in papers and essays. However, these are not departmental exams.

In general, each academic discipline addresses non-biased measures of student learning. During faculty tenure review and part-time evaluations, faculty submit assessments, such as exams, to their faculty evaluator, and along with the tenure committee members, the faculty evaluator reviews these assessments. The evaluators ensure that all exams are non-biased measures of student learning. Some departments participate in norming sessions prior to assessment of

student work in order to minimize possible instructor bias or subjectivity. No course or program uses an exit exam.

CCCC also makes use of placement tests to ensure that incoming students take the most appropriate English and math courses based on their current ability level. In 2012 and 2013, the Institutional Researcher collected and reviewed data on the accuracy of these assessments in order to validate their effectiveness and identify and diminish potential biases.

### **Self-Evaluation**

CCCC meets this standard. In order to ensure quality assessment of student learning outcomes, departments have collaborated to explore options that will result in uniform assessment tools and procedures that are equivalent across different sections of any given course. Incorporating common questions on tests, course or program portfolio reviews, and standard rubrics to assess SLOs in papers and essays accomplish this quality and uniformity. For example, the English and Foreign Language departments developed assessment rubrics in order to minimize instructor bias and subjectivity in evaluation procedures. Spanish courses have used rubrics for evaluating oral proficiency and writing skill consistently. Spanish faculty have shared these rubrics with instructors of other foreign languages for their use. [Evidence: IIA.78, IIA.79, IIA.241]

An additional measure of the quality of outcome assessment tools occurs during the tenure review process for new faculty and part-time evaluations. Evaluating faculty review samples of exams used in courses to assess whether exams show evidence of being non-biased measures of student learning. [Evidence: IIA.242, IIA.243]

The Center relies on the use of placement tests so that incoming students register for English and math courses most in line with their needs. The Institutional Researcher compiled data and reported on the effectiveness of the placements tests as assessed by student and faculty surveys. In Fall 2012 students and faculty in all English, math, and ESL courses from Reedley College and CCCC participated in a validation study. In accordance with the Chancellor's Office protocol, the study addressed the question: "Do students and faculty believe the student placement to be appropriate by an assessment score test?" The researcher examined each course for appropriate placement by both students and faculty. In addition, the researcher computed a cross tabulation between students and faculty for agreement with placement. The threshold criterion, as established by the CCCCCO, is 75 percent for both students and faculty. [Evidence: IIA.34, IIA.241]

The general picture for English and math courses is similar (see tables below). Some classes had very small sample sizes, thus limiting generalizability in those cases. The data for English and math indicate that placement on all courses by student and faculty was above the 75 percent threshold and acceptable. Overall, agreement between faculty and students as to proper placement in English was 95.6 percent. The researcher ran and confirmed a Chi-square finding  $X^2(4) = 11.147, p = 0.025$ . Agreement between math faculty and students as to proper placement was 94.3 percent. The researcher ran and confirmed a Chi-square finding  $X^2(4) = 19.435, p = 0.001$ .



**Student and Faculty Evaluation of ENGLISH Placement Results by Course (First time students only) placed by assessment only, Fall 2012**

	Higher Course		Appropriate Placement		Lower Course	
	N	%	N	%	N	%
<b>Engl-1A</b>						
Student	5	3.0	158	96.3	1	0.6
Faculty	2	1.2	162	97.6	2	1.2
<b>Engl-126</b>						
Student	25	10.6	210	89.4	-	-
Faculty	7	3.0	226	96.2	2	0.9
<b>Engl-125</b>						
Student	18	7.3	228	92.7	-	-
Faculty	6	2.4	232	93.5	10	4.0
<b>Engl-252</b>						
Student	3	7.9	35	92.1	0	0.0
Faculty	2	5.3	34	89.5	2	5.3
<b>Engl-262</b>						
Student	7	18.4	30	78.9	1	2.6
Faculty	1	2.6	37	97.4	-	-
<b>Engl-250</b>						
Student	-	-	3	100.0	-	-
Faculty	-	-	3	100.0	-	-
<b>Engl-260</b>						
Student	-	-	1	100.0	-	-
Faculty	-	-	1	100.0	-	-

**Student and Faculty Evaluation of MATH Placement Results by Course (First time students only) placed by assessment only, Fall 2012**

	Higher Course		Appropriate Placement		Lower Course	
	N	%	N	%	N	%
<b>Math-45</b>						
Student	-	-	4	100.0	-	-
Faculty	-	-	4	100.0	-	-
<b>Math-250</b>						
Student	10	14.9	56	83.6	1	1.5
Faculty	2	3.0	64	95.5	1	1.5
<b>Math-11</b>						
Student	-	-	7	100.0	-	-
Faculty	-	-	7	100.0	-	-
<b>Math-260</b>						
Student	3	21.4	11	78.6	-	-

<b>Faculty</b>	-	-	<b>14</b>	<b>100.0</b>	-	-
<b>Math-4A</b>						
<b>Student</b>	-	-	<b>2</b>	<b>100.0</b>	-	-
<b>Faculty</b>	-	-	<b>2</b>	<b>100.0</b>	-	-
<b>Math-103</b>						
<b>Student</b>	<b>18</b>	<b>10.2</b>	<b>159</b>	<b>89.8</b>	-	-
<b>Faculty</b>	<b>4</b>	<b>2.4</b>	<b>159</b>	<b>95.2</b>	<b>4</b>	<b>2.4</b>
<b>Math-201</b>						
<b>Student</b>	<b>30</b>	<b>12.9</b>	<b>202</b>	<b>86.7</b>	<b>1</b>	<b>0.4</b>
<b>Faculty</b>	<b>11</b>	<b>5.3</b>	<b>185</b>	<b>89.8</b>	<b>10</b>	<b>4.9</b>
<b>Math-256</b>						
<b>Student</b>	<b>1</b>	<b>10.0</b>	<b>9</b>	<b>90.0</b>	-	-
<b>Faculty</b>	-	-	<b>5</b>	<b>83.3</b>	<b>1</b>	<b>16.7</b>

The researcher concluded with the following recommendation:

Currently, California is considering a common assessment, and the regional C6 Consortium which includes 13 Central Valley Community Colleges has been working toward that. The “Common Assessment/Placement Project,” which Department of Labor funding supports, is a collaboration of the 13 college faculty and experts from McCann Associates. Given the possible move toward this common assessment, and based on the above 75 percent threshold in almost all areas (both faculty and student) and corroborating grade and faculty by student agreement, the researcher recommends that the current assessment tests be continued while the consortium develops the common assessment.

One CCCC faculty member serves on the steering committee of the Common Assessment Initiative, is a member of the RFP preparation group, and a member of the English work group. The Common Assessment Initiative is working with the online components of the Student Success Initiatives to prepare a state-wide placement and diagnostic assessment for use throughout the community college system. In addition, this faculty member also serves on the Equity and Diversity Action Committee, a standing committee of the California Community College Academic Senate that is assisting the preparation and implementation of the SSSP and Equity Plans and creating a cultural competency/diversity plan for the state’s senate, which will be a model for local senates to emulate. Participation in these initiatives ensures that CCCC is familiar with and has a voice in state-wide efforts and will be better prepared to adopt state-wide initiatives and measurements once they become available.

#### **Actionable Improvement Plan**

None

**II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

### **Descriptive Summary**

Faculty teach course concepts identified in the course outline of record with the objective of satisfying the stated learning outcomes. They assess student mastery of outcomes and award credit based on student achievement of course learning outcomes. The faculty evaluation process includes an assessment of whether the faculty member adheres to the course outline of record in the classroom setting. The peer evaluation form calls for assessment of the standard, as do the administrative evaluation and student evaluation-of-instructor forms. The evaluation forms also request information on the syllabus and testing.

Department chairs and faculty who teach classes designated as transfer-level courses look to the Intersegmental Major Preparation Articulated Curriculum Project (IMPAC)—which provides a forum for discussion between faculty at community colleges, California State University, and University of California campuses—for guidance on student learning outcomes for programs and courses. This enables CCCC faculty to understand the requirements four-year college faculty have for students who transfer and has significantly contributed to strengthening the content and student learning outcomes in many courses at the Center.

CCCC complies with all applicable California Code of Regulations Title 5 regulations on the review and approval of course outlines of record, which establish robust standards of good practice and accepted norms. CCCC's Office of Instruction and the Curriculum Committee, in conjunction with the SCCC's Educational Services staff, maintain an archive of course outlines and make them available to faculty through the CurricUNET site.

Under Reedley College, CCCC awards credit for occupational, college transfer, and basic skills classes based on norms accepted in higher education in California and by articulation with public and private colleges and universities. CCCC awards units of credit consistent with the Carnegie unit. Systematically assessed student achievement provides the basis for this credit, and systematic faculty evaluation, curriculum review, and articulation oversee it.

### **Self-Evaluation**

CCCC meets this standard. Course outlines of record include stated learning outcomes which serve as the basis for awarding course credit. All units of credit the Center awards are consistent with policies that reflect generally accepted norms or equivalencies in higher education. Syllabi and the college catalog apprise students of academic policies and grading information; students can locate the catalog on the internet. Students can find additional information about academic regulations in the catalog, the schedule of courses, and online.

[Evidence: IIA.90, IIA.93, IIA.123, IIA.200]

### **Actionable Improvement Plan**

None

**II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

## **Descriptive Summary**

CCCC awards degrees and certificates when students complete a program of required coursework. The Center, college, district, and state community college system review degree programs while the Center, college, and district approve certificate programs under 18 units, with ultimate approval coming from the State Center Community College District Board of Trustees. Each course has specific learning outcomes established when faculty submit the course to the Curriculum Committee for approval. Students demonstrate achievement of these learning outcomes through grade achievement and thus through credit received for a particular course.

In compliance with the U.S. Department of Education, Title 5, and ACCJC's policies, CCCC uses the Carnegie unit to define units of credit. A unit of lecture credit corresponds to 16 lecture hours per term (nominally one hour per week) and an additional 32 hours of student work outside of lecture through assigned homework and study hours arranged by the student. A unit of laboratory credit corresponds to 48 hours per term (nominally three hours per week). The Reedley College and CCCC Curriculum Committees have incorporated these standards into the course outline of record (COR) form on CurricUNET. CCCC staff enter course hours into Datatel/Ellucian, ensuring that each semester's schedule includes appropriate contact hours.

CCCC established an independent Program Review/Student Learning Outcomes (PR/SLO) Committee in Fall 2012 precisely to ensure that every student who receives a degree or certificate from CCCC has achieved the stated learning outcomes of the degree or certificate program in which he or she graduates. As of Spring 2014, all instructional programs at CCCC which award degrees or certificates have established a regular schedule of assessment and analysis. CCCC has established general education learning outcomes, and degree- and certificate-awarding programs continually refine assessment of their course- and program-level outcomes to ensure that students are achieving the stated learning outcomes of the program. [Evidence: IIA.68]

In addition, all programs at CCCC have mapped student learning outcomes to program learning outcomes and general education outcomes since Fall 2010. Faculty updated mapping grids in Fall 2013. The SLO Coordinator reviews SLO mapping and posts them to the CCCC PR/SLO Blackboard site. This ensures that students who earn degrees and certificates at CCCC are also achieving the institution's general education outcomes. [Evidence: IIA.68]

## **Self-Evaluation**

CCCC meets this standard. The CCCC catalog lists the requirements for a degree or certificate in a particular discipline. Course outlines of record and course syllabi include student learning outcomes. Faculty measure success in courses through assessment instruments which ensure that students have mastered the outcomes of a course and all program- or degree-level outcomes with which faculty coordinate the course-level outcomes.

The Center requires self studies produced during the program review process to include short- and long-term goal development, program, certificate, and degree SLOs, and the assessment process by which faculty will measure student achievement of those outcomes. The CCCC Program Review/SLO Committee has regular discussion about how faculty can more adequately

incorporate the identification and assessment of degree-level outcomes into the program review process.

To ensure that the degrees and certificates CCCC awards reflect achievement of credits as defined by Carnegie units in USDE and ACCJC standards, instructors of all courses at the Center require students to complete substantial amounts of work outside the classroom. The Reedley College Catalog expressly requires that students make satisfactory progress in any course they take. To make satisfactory progress, students must study a minimum of two hours outside of class for every hour they spend in class. For most classes this means that students must study a minimum of six hours outside of class every week in order to make satisfactory progress and ultimately to succeed in a course.

Instructors consistently cite students' insufficient dedication of time to out-of-class study as the single most serious barrier to student success. Thus CCCC is continually seeking new ways to improve student success by increasing the commitment students make to their own educations as measured by their efforts outside of the classroom.

Another way the institution has encouraged students to study outside the classroom is by expanding its tutoring program to include embedded tutoring and more tutors and longer hours in the Tutorial Center. The expansion of the Tutorial Center provides students with a friendly learning environment where they can more comfortably satisfy the Carnegie-unit standard to study two hours outside of class for every hour they spend in class. Embedded tutoring especially helps CCCC to confront the problem that "students don't do optional," as the problem is stated in the 2010 Report of the Commission on the Future of the Community College League of California. Rather than waiting for students to "opt-in" to services, the report recommends that colleges offer students what it calls "intrusive" support. With CCCC's embedded tutoring program, the student does not have to seek the help of a tutor; instead, the help of a tutor comes to the student. The embedded tutor is a peer who attends class with students and provides them with individual help in the classroom. Students know the tutor from class, and so are more likely to seek out his or her help in the Tutorial Center.

Compliance with the requirement that students do substantial studying outside the classroom is also a major goal of the On Course strategies used by many Clovis instructors to encourage students to take responsibility for their own educations. The gist of the On Course program is help students transform their behavior and attitudes from self-doubt, victimization, and entitlement to self-management, self-responsibility, and self-motivation. [Evidence: IIA.244, IIA.245, IIA.246]

In addition, the CCCC Child Development Center Advisory Committee meets regularly to ensure that the Child Development Program awards certificates based on student achievement of the program's SLOs. [Evidence: IIA.225]

### **Actionable Improvement Plan**

None

**II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

### **Descriptive Summary**

General education courses and opportunities abound for every student as he or she progresses toward his or her academic goals at Clovis Community College Center. CCCC is devoted to enriching students' lives by creating an atmosphere for the practice of intellectual curiosity, personal integrity, and individual accomplishment. Faculty and staff design programs and activities to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment. The Reedley College Catalog clearly states the institution's philosophy:

“We believe that people’s lives are enriched in an atmosphere of intellectual curiosity, personal integrity, and individual accomplishment. The college furnishes experiences designed to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment... The goal of the college is to develop each student’s full potential as well as respect for self and others. To this end, the college provides comprehensive curriculum offerings, lifelong learning opportunities, counseling, and educational services.” [Evidence: IIA.90 p. 7]

The college catalog identifies the purpose of general education components of its AA/AS and transfer degree programs as “intended to complement a concentrated study in a single discipline or ‘major.’ It should provide a broad base of educational experience about aspects of the world which a major area of study may not include.” The college catalog breaks general education requirements into the following areas: natural sciences, social and behavioral sciences, humanities, language, and rationality. [Evidence: IIA.90 p. 32]

However, general education encompasses more than just that of the catalog description or degree requirements. State Center Community College’s Administrative Regulations 4025 expects general education to include the ability to “communicate clearly and effectively, use mathematics, be aware of other cultures and times, [and] develop the capacity for self-understanding.” [Evidence: IIA.247]

With this broader scope in mind, the CCCC Curriculum Committee and College Center Council identified four main areas of general education that are central to the college’s mission. These four areas are communication skills, critical thinking and information literacy, global and community literacy, and personal development. The Curriculum Committee, Academic Senate, and Classified Senate prepared general education learning outcomes (GELOs) which they sent to the College Council for approval.

The following are the College’s general education learning outcomes (GELOs), which the Center publishes in the college catalog:

### **Communication Skills**

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

### **Critical Thinking and Information Literacy**

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

### **Global and Community Literacy**

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

### **Personal Development**

- #9: Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
- #10: Incorporate physical and emotional principles to make healthy lifestyle choices.
- #11: Make ethical personal and professional choices.

General education is a significant element in CCCC's educational philosophy. The Center bases its approach to measuring student learning in general education on the course composition of the college's degrees and certificates, student surveys, and mapping of student learning outcomes (SLOs) to general education learning outcomes (GELOs). The Reedley College Curriculum Committee reviews and employs the general education course composition of every degree, regularly survey students, and utilize student learning outcomes to demonstrate progress and success of CCCC's eleven general education learning outcomes.

### **Self-Evaluation**

CCCC meets this standard. The Reedley College catalog, page 30, states that "General education course work is intended to complement a concentrated study in a single discipline or 'major.' It should provide a broad base of educational experience about aspects of the world, which a major area of study may not include. The student who completes the general education requirements will have made noteworthy progress towards becoming truly educated and prepared for a lifetime of learning." The Center requires students in both academic and vocational areas to complete course work in the areas of natural sciences, social and behavioral science, humanities, and language and rationality to earn an Associate's Degree. [Evidence: IIA.90 p. 32]

Currently, faculty create all courses (in many cases, both full- and part-time faculty) within the discipline; the Curriculum Committee and the program review process evaluate those courses.

Upon consensus, instructors within a department determine course content and then forward the course on through a formal process of examination by department chairs, appropriate dean, and then on to final approval by the Curriculum Committee made up of faculty, students, and non-voting administrators. Whenever the faculty create and submit a new course, as the discipline experts they decide whether the course fits as a general education course in addition to being a part of a program. (In some cases the course would only be a general education course.) The ongoing program review process further validates and improves this decision when faculty revise the course outline of record for each course at least once every five years. [Evidence: IIA.44, IIA.82, IIA.83]

Upon each review, full- and sometimes part-time faculty members of a department, the Curriculum Committee, and the Office of Instruction separately evaluate the relevance and integrity of a course outline. Through the ongoing process of program review and Curriculum Committee approval, these constituencies continually evaluate courses to determine their appropriateness within the GE curriculum. Faculty publish and share the results of the planning and formal assessment processes extensively with internal and external constituencies. The Articulation Officer also reviews courses to ensure general education courses are meeting general education standards for four-year institutions. [Evidence: IIA.68, IIA.89]

Faculty design courses within the GE fields, and the Reedley College Curriculum Committee reviews and approves courses to ensure that they support the philosophy of general education based on official course outlines and stated student learning outcomes. The Curriculum Handbook requires that GE courses be intellectually challenging and prepare students for participation as contributing citizens, entry into four-year colleges and universities, and the job market. Furthermore, as stated in the Curriculum Handbook, courses must “enable students to gain an understanding of the methods of inquiry that characterize human thought: the natures of the questions that can be addressed, the ways questions are formulated, the ways analyses are conducted, and the validity and implications of the answers obtained. They should be culturally broad in their conception. They should] help students understand the nature and richness of human culture and social structures through a comparative approach with an historical perspective.” [Evidence: IIA.45]

Under the guidance of the CCCC SLO Coordinator (a faculty member), the Center’s counselors evaluate the most popular general education courses for their fit within the college’s general education learning outcomes. Counselors and the SLO Coordinator review how courses introduce, practice, or assess (either directly or indirectly) the general education outcomes. The Center’s mapping process establishes the fact that the both GE and non-GE courses support GELOs, and collecting data from individual course outcomes (or SLOs) measure GELOs. [Evidence: IIA.68]

### **Actionable Improvement Plan**

None

**II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including an understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences**



### Descriptive Summary

CCCC requires students who pursue an Associate Degree to demonstrate minimum competencies in oral communication, written communication, reading, math, physical/mental health awareness, critical thinking skills, government awareness, and computer concepts. The CCCC College Catalog lists courses a student can take for each of these areas on page 30. All course outlines of record for degree-applicable courses explicitly state which skills instructors emphasize in these courses as well as the rigor of these skills necessary for successful completion of the course. [Evidence: IIA.90 p. 32, IIA.91 p. 30]

General education learning outcomes (GELOs) that relate to this standard:

- #3. Analyze quantitative information and apply scientific methodologies.
- #6. Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
- #7. Apply historical and contemporary issues and events to civic and social responsibility.

### Self-Evaluation

CCCC meets this standard. As described earlier, many processes delineated in the Curriculum Handbook rely on the expertise of faculty to determine whether or not to include a course in general education. The official course outline of record of each general education course must explicitly state how the course covers the major area of knowledge, where it is situated, and reference the appropriate general education codes. The official course outline must also state the breadth of content, the rigor of the work required to be successful, the critical thinking skills required, and the relevant multicultural or global issues. In addition, every course outline must specify the SLOs students are expected to master upon completion of the course. The Program and Course Approval Handbook 2013 requires that the goals and objectives of general education courses must be consistent with the mission of the community colleges as established by the California Legislature in CEC §66010.4. [Evidence: IIA.44, IIA.123]

Although faculty have mapped all course SLOs, which the SLO Coordinator posts on the CCCC Program Review/Student Learning Outcomes Blackboard site, the tables below demonstrate a sampling of courses linked to GELOs. Departmental assessments reports contain analysis of the SLO data for each of these courses. These reports are available on the Program Review/SLO Blackboard site. Results from the course SLO assessments generate course, program, and overall institutional improvement. [Evidence: IIA.68]

### CRITICAL THINKING AND INFORMATION LITERACY

#### GELO #3: Analyze quantitative information and apply scientific methodologies.

COURSE/AREA	SLO #	SLO
PHYS 4A	SLO 3	Apply algebra, trigonometry, and first year calculus to solve problems from several specific areas of physics.
MATH 4A	SLO 3 (6)	Derive, use, and prove trigonometric properties and identities.

<b>MATH 5A</b>	SLO 1	Determine limits and continuity using graphical, analytical, and tabular techniques.
<b>ENGR 8</b>	SLO 2	Solve mechanical equilibrium application problems for trusses, frames, and machines.
<b>ENGR 8</b>	SLO 3	Calculate shear, normal forces, and bending moment for loaded beam problems and produce shear and bending moment diagrams.

#### GLOBAL AND COMMUNITY LITERACY

**GELO #6: Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.**

<b>COURSE/AREA</b>	<b>SLO #</b>	<b>SLO</b>
<b>HIST 11</b>	SLO 2	Analyze the fundamental changes in the American economy from re-industrial times to the late 1800s.
<b>HIST 12</b>	SLO 2	Analyze the fundamental changes in the American economy from re-industrial times since 1877.
<b>POLSCI 2</b>	SLO 1	Recognize the Constitutional processes and principles as they occur in modern U. S. and California politics.
<b>SPAN 1</b>	SLO 5	Demonstrate knowledge and appreciation of the diversity of Hispanic cultures and the products of these cultures.
<b>ENGL 126</b>	SLO 2,3	Analyze college-level, academic reading materials.

#### GLOBAL AND COMMUNITY LITERACY

**GELO #7: Apply historical and contemporary issues and events to civic and social responsibility.**

<b>COURSE</b>	<b>SLO #</b>	<b>SLO</b>
<b>POLSCI 2</b>	SLO 1	Identify the basic principles and characteristics of democracy in the United States.
<b>POLSCI 2</b>	SLO 2	Identify the key elements in the formation of domestic and foreign policy, and relate how events can dictate our government's priorities.
<b>HIST 11</b>	SLO 1	Identify the origins of America's distinctive political traditions and governmental institutions.

Student success in these areas is assessed in part through the Community College Survey of Student Engagement (CCSSE). There is a wide body of evidence among the four-year institutions that confirm the connection between student engagement and student success. According to the Center for Community College Student Engagement, learning, persistence, and attainment in college are associated with college faculty and staff, other students, and with the subject matter they are studying. Specifically focusing on community colleges, the Center has been collecting and analyzing this relationship of engagement using the Community College

Survey of Student Engagement (CCSSE) for over ten years and has facilitated its administration to nearly 900 community colleges and two million students. Using five benchmark factors, the participating schools are able to gather information with respect to what they are doing well and where gaps might be for themselves as well as comparable institutions. Questions are specifically aligned to the WASC Accreditation Standards and to date 34 California Community Colleges are engaging with the CCSSE. Clovis Community College Center, along with the State Center Community College District, is committed to administering the CCSSE every other year (with CCCC’s first administration in 2012).

The following table represents CCSSE questions related to this area of humanities, fine arts, natural sciences, and the social sciences of general education and the total percentage of students responding “Very Much,” “Quite a Bit,” or “Some.” [Evidence: IIA.7]

<b>Item 5. During the current school year, how much of coursework at the college emphasized the following mental activities?</b>	<b>% Responding “Very Much,” “Quite a bit,” or “Some”</b>
<b>5b. Analyzing the basic elements of an idea, experience, or theory</b>	<b>94.3</b>
<b>5c. Synthesizing and organizing ideas, information, or experiences in new ways</b>	<b>90.4</b>
<b>5d. Making judgments about the value or soundness of information, arguments, or methods</b>	<b>86.9</b>
<b>5e. Applying theories or concepts to practical problems or in new situations</b>	<b>86.2</b>

Data Source: Community College Survey of Student Engagement – CCCC 2014, Item 5.

### **Actionable Improvement Plans**

None

**II.A.3.b. General education has comprehensive learning outcomes for the students who complete it, including a capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

### **Descriptive Summary**

As stated earlier, CCCC requires students who pursue an Associate Degree to demonstrate minimum competencies in oral communication, written communication, reading, math, physical/mental health awareness, critical thinking skills, government awareness, and computer concepts. [Evidence: IIA.90 p. 32]

Several of stated GELOs relate to this particular standard:

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

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

**Self-Evaluation**

CCCC meets this standard. Faculty from all disciplines, including student support services, work together on mapping of all course SLOs to program learning outcomes (PLOs) to general education outcomes (GELOs/ILOs). In September 2010, the Academic Senate approved a mapping grid that the Program Review/ SLO Committee created. This template is now the standardized mapping document for Clovis Community College Center. [Evidence: IIA.68]

Although faculty have mapped all course SLOs, which the SLO Coordinator has posted on the Program Review/SLO Blackboard site, the tables below demonstrate a sampling of courses linked to GELOs. The departmental assessment reports available on the PR/SLO Blackboard site contain analysis of the SLO data for each of these courses. Results from the course SLO assessments ensure course, program, and overall institutional improvement. [Evidence: IIA.68]

**COMMUNICATION SKILLS**

**#1: Interpret various types of written, visual, and verbal information.**

COURSE	SLO #	SLO
ENGL 1A	SLO 1(L)	Write a documented research paper of at least 10000 words that includes...an annotated bibliography of multiple sources.
GEOG 5	SLO 2 (B)	Analyze and solve problems in physical geography, including those requiring computation.
SPAN 1	SLO 3	Read, identify and comprehend specific pieces of information from selected short readings and authentic, graphically-represented text such as ads or short magazine articles.
MATH 4A	SLO 1	Provide and analyze graphs of trigonometric functions.
ENGL 126	SLO 2,3	Understand and state the topic, and the explicit and implied main idea of college-level, academic reading materials

**COMMUNICATION SKILLS**

**GELO #2: Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.**

COURSE	SLO #	SLO
PHIL 6 Logic	SLO 2	Analyze arguments by identifying premises and conclusions, by determining whether they express

		deductive or inductive reasoning, and by paraphrasing and diagramming them.
<b>MATH 5A</b>	SLO 2	Explain and apply the techniques of differential calculus to construct derivatives graphically, numerically and analytically.
<b>ENGR 8</b>	SLO 3	Calculate shear, normal forces, and bending moment for loaded beam problems and produce shear and bending moment diagrams.

**CRITICAL THINKING AND INFORMATION LITERACY**

**GELO #3: Analyze quantitative information and apply scientific methodologies.**

<b>COURSE</b>	<b>SLO #</b>	<b>SLO</b>
<b>PHYS 4A</b>	SLO 3	Apply algebra, trigonometry, and first year calculus to solve problems from several specific areas of physics.
<b>MATH 4A</b>	SLO 3	Derive, use and prove trigonometric properties and identities.
<b>MATH 5A</b>	SLO 1	Determine limits and continuity using graphical, analytical, and tabular techniques.
<b>ENGR 8</b>	SLO 2	Solve mechanical equilibrium application problems for trusses, frames, and machines.
<b>ENGR 8</b>	SLO 3	Calculate shear, normal forces, and bending moment for loaded beam problems and produce shear and bending moment diagrams.

**CRITICAL THINKING AND INFORMATION LITERACY**

**GELO #4: Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.**

<b>COURSE</b>	<b>SLO #</b>	<b>SLO</b>
<b>GEOG 5</b>	SLO 2	Analyze and solve problems in physical geography, including those requiring computation.
<b>PHIL 6</b>	SLO 3	Evaluate deductive arguments for validity in traditional categorical logic or in contemporary symbolic logic.
<b>MATH 5A</b>	SLO 2	Explain and apply the techniques of differential calculus to construct derivatives graphically, numerically and analytically.
<b>ENGR 8</b>	SLO 4	Solve friction application problems.
<b>PSY 2</b>	SLO 4	Critically evaluate scientific claims within the field of psychology and beyond.
<b>PSY 2</b>	SLO 5	Develop insight into their own development and growth.

**CRITICAL THINKING AND INFORMATION LITERACY**

**GELO #5: Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.**

<b>COURSE/AREA</b>	<b>SLO #</b>	<b>SLO</b>
<b>ENGL 1A</b>	SLO 1(L)	Write a documented research paper of at least 10000 words that includes...an annotated bibliography of multiple sources.
<b>POLSCI 2</b>	SLO 2	Identify the key elements in the formation of domestic and foreign policy, and relate how events can dictate our government's priorities.
<b>PHIL 6</b>	SLO 2	Analyze arguments by identifying premises and conclusions, by determining whether they express deductive or inductive reasoning, and by paraphrasing and diagramming them.
<b>PHIL 6</b>	SLO 3	Evaluate deductive arguments for validity in traditional categorical logic or in contemporary symbolic logic.
<b>PSY 2</b>	SLO 4	Critically evaluate scientific claims within the field of psychology and beyond.
<b>PHIL 6 Logic</b>	SLO 2	Analyze arguments by identifying premises and conclusions, by determining whether they express deductive or inductive reasoning, and by paraphrasing and diagramming them.

The following table represents CCSSE questions related to productive individual and life-long learning, oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis, critical and logical thinking, and the ability to acquire knowledge through various means.

<b>Item 4: In your experience at this college during the current school year, about how often have you done each of the following?</b>	<b>% Responding "Very Often," "Often," or "Sometimes"</b>
<b>4b. Made a class presentation</b>	<b>61.3</b>
<b>4d. Worked on a paper or project that required integrating ideas or information from various sources</b>	<b>87.6</b>
<b>4j. Used the Internet or instant messaging to work on an assignment</b>	<b>90.7</b>
<b>4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</b>	<b>82.2</b>

Data Source: Community College Survey of Student Engagement – Willow International Center 2014, Item 4.

<b>Item 12: How much has your experience at the college contributed to your knowledge, skills, and personal development in the following areas?</b>	<b>% responding "Very much," "Quite a bit," or "Some"</b>
<b>12c. Writing clearly and effectively</b>	<b>85.6</b>
<b>12d. Speaking clearly and effectively</b>	<b>83.4</b>
<b>12e. Thinking critically and analytically</b>	<b>91.0</b>
<b>12f. Solving numerical problems</b>	<b>85.8</b>

Data Source: Community College Survey of Student Engagement – Willow International Center 2014, Item12.

To further the development of students' skills in computer literacy, CCCC has an open computer lab of approximately 88 computers including PC and Mac computers. The lab is open Monday through Thursday from 7:30 a.m. to 8:00 p.m. and Friday from 7:30 a.m. to 4:30 p.m. Also, in addition to the many online courses offered, many instructors are making use of Blackboard or other websites to deliver content to students giving students even more experience with computers and technology.

### **Actionable Improvement Plans**

None

**II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including a recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

### **Descriptive Summary**

Many classes within the general education curriculum include multicultural materials and concepts designed into their framework. Course outlines include a section requiring a description of how the course will specifically relate global and international and multicultural materials to the content outline and readings. If a course involves global and cultural ideas, the respective department must complete this section before the Curriculum Committee will approve the course. [Evidence: IIA.40]

In history, for example, course content cuts across all lines. Faculty design SLOs to measure achievement in all the major areas of general education. For instance, in the History 11 class (US History to 1877), SLO questions have dealt primarily with understanding the political, economic, and social underpinnings of American society. This includes knowledge of the Scientific Revolution, Enlightenment, Reformation, and other events associated with America's beginnings. History covers many areas that would provide a well-rounded background to a variety of subjects including geography, philosophy, American literature, etc. For resident citizens of the United States, it provides a basic understanding of how our political and economic systems work. This would be necessary information for any productive and responsible citizen. [Evidence: IIA.40]

Several of stated GELOs relate to this particular standard:

#8: Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

#9: Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.

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

In addition to course options for students, CCCC offers students extracurricular opportunities to develop lifelong learning skills. Associated Student Government clubs encourage students to pursue lifelong computer, communication, math, and critical thinking skills and give them chances to apply these skills outside of the classroom.

**Self-Evaluation**

CCCC meets this standard. Faculty from all disciplines, including student support services, work together on mapping of all course SLOs to program learning outcomes (PLOs) to general education outcomes (GELOs/ILOs). In September 2010, the Academic Senate approved a mapping grid created by the Program Review/ SLO committee. This template is now the standardized mapping document for CCCC. [Evidence: IIA.68]

Although the Program Review/SLO Blackboard site contains all course SLO mapping, the tables below demonstrate a sampling of courses linked to GELOs. Analysis of the SLO data for each of these courses may be found in the departmental assessment reports available on the PR/SLO Blackboard site. Results from the course SLO assessments result in course, program, and overall institutional improvement. [Evidence: IIA.68]

**GLOBAL AND COMMUNITY LITERACY**

**GELO #8: Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.**

COURSE	SLO #	SLO
SPAN 1	SLO 5	Demonstrate knowledge and appreciation of the diversity of Hispanic cultures and the products of these cultures.
HIST 11	SLO 5	Identify the contributions and changing roles of gender and ethnic groups in American history to 1877.

**PERSONAL DEVELOPMENT**

**GELO #9: Assess current knowledge, skills, and abilities to further develop themselves and apply to new situations.**

COURSE	SLO #	SLO
PE 12	SLO 1	Demonstrate an increase in cardiovascular endurance and speed.
PHIL 6	SLO 3	Evaluate deductive arguments for validity in traditional categorical logic or in contemporary symbolic logic.
ENGR 8	SLO 2	Solve mechanical equilibrium application problems for trusses, frames, and machines.
ENGR 8	SLO 5	Determine centroid, center of mass, and center of gravity for various objects and geometric shapes.



**PERSONAL DEVELOPMENT**

**GELO #10: Incorporate physical and emotional principles to make healthy lifestyle choices.**

<b>COURSE</b>	<b>SLO #</b>	<b>SLO</b>
<b>PE 12</b>	SLO 1	Describe proper swimming technique as demonstrated in class.
<b>PSY 2</b>	SLO 5	Develop insight into their own development and growth.

**PERSONAL DEVELOPMENT**

**GELO #11: Make ethical personal and professional choices.**

<b>COURSE</b>	<b>SLO #</b>	<b>SLO</b>
<b>ENGL 1A</b>	SLO 1(L)	Write a documented research paper of at least 10000 words that includes...an annotated bibliography of multiple sources.
<b>PSY 2</b>	SLO 5	Develop insight into their own development and growth.

The following table represents CCSSE survey questions related to what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

<b>Item 4: In your experience at this college during the current school year, about how often have you done each of the following?</b>	<b>% Responding “Very Often”, “Often” or “Sometimes”</b>
<b>4f. Worked with other students on projects during class</b>	<b>80.3</b>
<b>4g. Worked with classmates outside of class to prepare class assignments</b>	<b>61.9</b>
<b>4i. Participated in a community-based project as a part of regular course</b>	<b>16.6</b>
<b>4s. Had serious conversations with students of a different race or ethnicity other than own</b>	<b>78.5</b>
<b>4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values</b>	<b>73.8</b>

Data Source: Community College Survey of Student Engagement – Willow International Center 2014, Item 4.

<b>Item 9: How much does this college emphasize each area of the following?</b>	<b>% responding “Very much”, “Quite a bit”, or “Some”</b>
<b>9c. Encourage contact among students from different economic, social, and racial or ethnic backgrounds</b>	<b>74.4</b>

Data Source: Community College Survey of Student Engagement – Willow International Center 2014, Item 9.

<b>Item 12: How much has your experience at the college contributed to your knowledge, skills, and personal development in the following areas?</b>	<b>% responding “Very much”, “Quite a bit”, or “Some”</b>
<b>12a. Acquiring a broad general education</b>	<b>93.0</b>
<b>12h. Working effectively with others</b>	<b>86.3</b>
<b>12j. Understanding yourself</b>	<b>78.5</b>
<b>12k. Understanding people of other racial and ethnic backgrounds</b>	<b>69.9</b>
<b>12l. Developing a personal code of values and ethics</b>	<b>69.9</b>
<b>12m. Contributing to the welfare or your community</b>	<b>58.8</b>

Data Source: Community College Survey of Student Engagement – Willow International Center 2014, Item 12.

To further develop these skills, students have opportunities to engage in many extracurricular activities. Associated Student Government (ASG) clubs, such as Alpha Gamma Sigma (AGS), Planeteers, Gay Straight Alliance, Health and Fitness Club, Early Childhood Development, The Way, and the Latter Day Saints Student Association, all allow students to develop a sense of citizenship in a diverse world. Students also have opportunities to serve as tutors on campus through the Tutorial Center, allowing them a chance to develop social responsibility and ethical principles as they interact with the various types of students on campus.

### **Actionable Improvement Plan**

None

### **II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

#### **Descriptive Summary**

CCCC offers over 600 courses annually in 39 areas of study. Students are able to attain Associate Degrees, Associate Degrees for Transfer, Certificates of Achievement, and Certificates of Completion, and/or transfer to a college or university through the Reedley College Catalog and curriculum. The degree options require 60 to 64 units of work with an overall GPA of 2.0 or better in all classes applicable to the degree. Core requirements for the degree programs include a minimum of 18 units of focused inquiry in a “major” discipline or related disciplines, as well as a minimum of 18 units of general education courses in the natural sciences, social sciences, humanities, and language and rationality. A complete list and description of degree programs

offered at CCCC may be found on pages 63-129 of the Reedley College Catalog 2014-2015. Faculty encourage students to explore these options with counselors. [Evidence: IIA.36 p.10, 32-24; IIA.38; IIA.153]

### **Self Evaluation**

CCCC meets this standard. Most majors lead to an Associate in Arts degree. Minimum requirements for the Associate in Science degree are the same as for the Associate in Arts degree with the exception of the major requirements. CCCC awards the Associate in Science degree for the completion of a required pattern of courses in any occupational curricula or in the biological sciences, the physical sciences, or engineering. As outlined in the Program Review Handbook, Cycle Three, all degree programs must complete a rigorous review process established through Title 5 and appropriate policy regulations through the State Center Community College District and the Center. During this process, faculty assess course offerings in their disciplines and, through program review, ensure that any given sequence of courses leading to a degree reflects either a focused area of inquiry or an interdisciplinary core. [Evidence: IIA.36 p.32, IIA.82, IIA.38]

Curriculum changes are subject to approval by the Curriculum Committee, the Educational Coordination and Planning Committee (ECPC), and the SCCC Board of Trustees. [Evidence: IIA.55, IIA.56, IIA.63, IIA.123, IIA.190, IIA.219]

In the five academic years from 2008-2013, Reedley College awarded 3096 Associate Degrees, including a total of 954 degrees or 32 percent in interdisciplinary studies. [Evidence: IIA.170]

The CCCC Program Review Data- 2008-2013 as well as the California Community College Chancellor's Office Approved AA and AS Degrees contain an updated list of degrees and certificates award (see list below). [Evidence: IIA.80, IIA.170]

Table of All Program Awards for Reedley College 2008-2013.

California Community Colleges Chancellor's Office  
Management Information Systems Data Mart

Home | Students | Courses | Student Services | Outcomes | Faculty & Staff

You are here : Data Mart > Outcomes > Program Awards Summary

**Program Awards Summary Report - Parameter Selection Area**

Select State-District-College: Collegewide Search  
 Select District-College: Reedley College  
 Select Academic Year: Annual 2012-2013; Annual 2011-2012  
 Select Award Type: All Awards  
 Select Program Type: ALL

View Report

Program Awards Summary for Special Population/Group, please click here.

Export To ->  Excel  CSV  Text      Records Per Page: 10       Simple Layout  Advanced Layout

**Program Awards Summary Report - Data & Format Area**

Report Area

Program Awards Summary					
	Annual 2008-2009 Award Count	Annual 2009-2010 Award Count	Annual 2010-2011 Award Count	Annual 2011-2012 Award Count	Annual 2012-2013 Award Count
<input checked="" type="checkbox"/> Reedley College Total	902	922	898	869	1,118
Associate in Science for Transfer (A.S.-T) Degree					46
Associate in Arts for Transfer (A.A.-T) Degree					40
Associate of Science (A.S.) degree	185	163	237	238	278
Associate of Arts (A.A.) degree	511	429	356	308	305
Certificate requiring 60+ semester units					
Certificate requiring 30 to < 60 semester units					
Certificate requiring 18 to < 30 semester units	188	330	303	322	415
Certificate requiring 12 to < 18 units					34
Certificate requiring 6 to < 18 semester units	18		2	1	

3096 total AA degrees

Data Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

Table of Interdisciplinary Studies Program Awards for Reedley College 2008-2013.

You are here : Data Mart > Outcomes > Program Awards Summary

**Program Awards Summary Report - Parameter Selection Area**

Select State-District-College:  | 
 Select District-College:  | 
 Select Academic Year:  | 
 Select Award Type:

Select Program Type:  | 
  | 
 Program Awards Summary for Special Population/Group, please [click here.](#)

Export To ->  Excel  CSV  Text | 
 Records Per Page:  | 
  Simple Layout  Advanced Layout

**Program Awards Summary Report - Data & Format Area**

Report Area

Program Awards Summary					
	Annual 1992-1993 Award Count	Annual 1993-1994 Award Count	Annual 1994-1995 Award Count	Annual 1995-1996 Award Count	Annual 1996-1997 Award Count
<input checked="" type="checkbox"/> Reedley College Total	158	224	249	294	299
Associate of Science (A.S.) degree	1	1			
Associate of Arts (A.A.) degree	157	223	249	269	299
Certificate requiring 30 to < 60 semester units				25	

Report Format Selection Area - Check field to include in the report

<input type="checkbox"/> District Name	<input checked="" type="checkbox"/> Award Type
<input checked="" type="checkbox"/> College Name	<input type="checkbox"/> Program CDCP Status
	<input type="checkbox"/> Program Type - Two Digits TOP
	<input type="checkbox"/> Program Type - Four Digits TOP
	<input type="checkbox"/> Program Type - Six Digits TOP

= 954 AA degrees Inter-disciplinary Studies

Data Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

A list of Associate Degrees and Certificate programs is available on pages 94-97 of the 2014-2016 Reedley College Catalog. The Reedley College website, <http://www.reedleycollege.edu/index.aspx?page=589>, contains worksheets for programs of study for AA Degrees, AS Degrees, Certificates of Achievement, and Certificates of Completion. Several disciplines, such as art, offer options for Associate Degrees. For example, Art, Option 1: Two Dimensional Program requires 24 minimum units of major requirements to earn an Associate in Arts Degree. Art, Option 2: Three-Dimensional Program requires a minimum of 21 units of major requirements to earn an Associate in Arts Degree. English offers an Associate in Arts Degree with 23 minimum units within the major, and a Certificate in Creative Writing with a minimum of 12 units within the major. [Evidence IIA.36, IIA.38, IIA.92]

In response to Senate Bill 1440 (Padilla, 2010), the Academic Senates for California Community Colleges and California State University decided to develop a faculty-led, state-wide, concerted effort to identify the course content for new Associate Degrees for Transfer, which simultaneously award students an Associate Degree and prepare them for special benefits/guarantees upon transfer to CSU. CCCC's Articulation Officer is working in collaboration with Reedley College's Articulation Officer and both Curriculum Committees to

assign CID numbers to all courses in alignment with the new transfer-model curriculum (TMC) criteria. [Evidence: IIA.57, IIA.85 IIA.86, IIA.233]

Additional evidence that students completing AA/AS degrees/programs are prepared for transfer to four-year institutions is in the results of the 2013 Accreditation Survey. Approximately 98 percent of survey respondents agree that students completing AA/AS degrees/programs are prepared for transfer to four-year institutions.

<b>7. The Center's students completing AA/AS degrees/programs are prepared for transfer to four-year institutions.</b>			
<i>n = 95, M = 4.49, SD = 0.62</i>	<b>Frequency</b>	<b>Valid %</b>	<b>Cumulative %</b>
<b>Strongly Agree</b>	<b>51</b>	<b>53.7</b>	<b>53.7</b>
<b>Agree</b>	<b>42</b>	<b>44.2</b>	<b>97.9</b>
<b>Disagree</b>	<b>2</b>	<b>2.1</b>	<b>100.0</b>
<b>Total</b>	<b>95</b>	<b>100.0</b>	
<b>Don't Know</b>	<b>8</b>	<b>7.8</b>	

[Evidence: IIA.7 q. 7]

### **Actionable Improvement Plan**

None

### **II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

#### **Descriptive Summary**

CCCC offers occupational programs in the following disciplines: business, criminology, education, child development, computer/information systems, multi-media/graphic arts, and wastewater. In alignment with the CCCC 2013-2017 Strategic Plan, the Center approves vocational and occupational majors and certificates based upon input from advisory committees and labor market research. In conjunction with program review, these processes contribute to the standards demanded by employers and external licensing agencies.

[Evidence: IIA.43, IIA.53, IIA.70, IIA.71, IIA.88, IIA.166, IIA.169, IIA.248, IIA.249]

In order to make certain that course curriculum, degree requirements, and certificate programs meet industry employment technical and professional competencies, most occupational programs have local advisory committees that identify the technical and workability skills necessary to be successful in the workplace, review the existing curricula for relevance and, as appropriate, provide input into the internship component of programs. An additional function of advisory committees is to analyze the respective program's performance on the occupational core indicators, which the California Community College Chancellor's Office (CCCCO) identifies. These core indicators assess a program's academic and skill performance, program completion, placement, and employment retention. Advisory committees meet with department faculty to discuss the programs and review curricula. In this way, faculty develops curricula to reflect industry standards and when necessary, modify it to keep pace with the changing needs of the industry.

The California legislature signed into law the Student Success Act of 2012 (SB 1456) aimed at improving educational outcomes for students and better preparing the workforce needed for California's changing economy on September 27, 2012. Beginning with registration for Summer 2014, CCCC students must work with a counselor to complete the following steps to ensure they are fully matriculated as mandated by the Student Success Act of 2012. By refocusing matriculation services, SB 1456 demands that students maintain minimum academic standards to receive the Board of Governors Fee Waiver, and providing the support and safety nets necessary to do so and giving students the incentive to work harder.

- STEP #1: Application for Admissions (completed)
  - STEP #2: Assessment/Placement Testing
  - STEP #3: Online Orientation
  - STEP #4: Counseling/Advising – Completion of a Student Educational Plan (SEP)
- [Evidence: IIA.163, IIA.164]

### **Self-Evaluation**

CCCC meets this standard. Industry-based advisory committees and accreditation agencies (such as National Association For The Education Of Young Children) establish and govern these programs to assure that course curriculum, certificates, and program degrees align with industry-based technical skills and competencies that will prepare students for success within their respective industries. Vocational programs are also working closely with those very same advisory committees and external accreditation agencies to make sure that course and program SLOs will be able to effectively gauge student performance and the program's success in preparing students for employment, external licensing, and certification. Additionally, CCCC partners with Fresno Regional Workforce Investment Board (WIB) as a California Statewide Eligible Training Provider (ETP) operating in the Fresno County Workforce Investment Area that provides training in locally defined demand occupations. Under the Workforce Investment Act (WIA), Training Providers must annually meet performance levels that they have negotiated with the State and those performance measures established by the Fresno County Workforce Investment Board (FCWIB). The performance of the Training Providers is critical to local board performance and is displayed on the ETP list as it serves as an evaluation measure to the FCWIB in determining how providers are contributing to the local area's overall performance. [Evidence: IIA.149, IIA.161, IIA.162, IIA.250]

### Accounting and Business

CCCC offers occupational degrees and certificates in accounting and business. The Business Advisory Committee consists of business advisors, business department faculty, administrators, and coordinators. Changes in technology, business, industry, and government have increased the need for effective communication between education and industry. The committee assists in determining job market information and corresponding program curriculum, student job placement, public relations/recruitment, and Program Review. Meetings include discussion and evaluation of programs as well as evaluations of the committee itself. [Evidence: IIA.36 p. 65-66, 73-76; IIA.38, IIA.54; IIA.173; IIA.176]

### Child Development and Early Childhood Education

CCCC offers a Certificate of Completion, Certificate of Achievement, and Associate in Science Degree in the field of child development as well as an Associate in Arts degree for transfer in

early childhood education. In as few as 13 and up to 18 months, students can earn a Certificate of Completion and be eligible for employment in the field of child development/early childhood education. Hands-on experience working in the state-of-the-art Child Development Center at CCCC, combined with academic requirements, provide a balanced experience and practical skills needed to compete for jobs in the field.

The Child Development Advisory Committee includes primary and secondary teachers and administrators from Clovis Unified School District and Madera Unified School District, local area family and children agency representatives from Children's Service Network, Fresno County and Madera County Head Start, Fresno County Office of Education, representatives from multiple private day care centers in Fresno County, and part-time and full-time faculty and counselors from Reedley College, Fresno City College, CCCC, Madera Center, California State University at Fresno, and student representatives from Madera Center and CCCC. This committee has been working diligently since the implementation of federal law No Child Left Behind in order to provide local area schools with the educated and re-educated workforce necessary to meet the law's mandates. As a result, the program developed curricula that prepare students with the levels of State Department of Education certifications and permits including Child Development, Child Development Associate Teacher, Child Care For School-Age Children/Teacher, Early Intervention Assistant, and Family Child Care.

CCCC offers programs for the following Certificates of Achievement in the field of Child Development:

- **Child Care for School-Age Children/Teacher:** This certificate requires 24 units of child development courses and provides the educational coursework that serves as the core curricula for working with school-age children in privately funded before-and-after school child care programs. Upon completion of this certificate and with appropriate documented work experience, the student is eligible to apply to the Commission on Teacher Credentialing for the Associate Teacher Child Development Permit with a school age emphasis. Requirements for the Teacher level of the Child Development Permit Matrix includes the following:
  - 24 units in Child Development/Early Childhood Education, with 12 units from the core courses
  - 525 hours of work experience
  - 16 units of General Education with at least one course in each of the following areas: Humanities/Fine Arts; Social Sciences; Math/Science; English/Language Arts

[Evidence: IIA.177]

- **Child Development Associate Teacher:** This certificate provides the educational course work that serves as the core curricula for the early childhood education field and allows the student to work as a teacher in a private early care and education program. The student is also eligible to apply to the Commission on Teacher Credentialing for the Associate Teacher Child Development Permit. With an Associate Teacher Child Development Permit, an individual can work as an assistant or associate teacher in a



publicly funded (Title V) early care and education program. It requires 15 units of major courses. [Evidence: IIA.179, IIA.251]

- Early Intervention Assistant: Current legislation mandates that infants and young children with disabilities and other special needs be served in the “natural environment” starting at birth. This certificate of achievement prepares students to work with infants, toddlers, and young children with disabilities and other special needs in early intervention settings and inclusive early care and education settings. A student who completes the certificate is qualified to work at the Early Intervention Assistant I level of the California Early Start Personnel Model, which the California Interagency Coordinating Council recommends for the professional field of Early Intervention. The Interagency Coordinating Council is the statewide advisory body for California’s Early Start Program. This program requires 29 units of major courses and recommends eight units of American Sign Language. [Evidence: IIA.36, IIA.38, IIA.136, IIA.137, IIA.138, IIA.139, IIA.142, IIA.143, IIA.144, IIA.145, IIA.146, IIA.147, IIA.148, IIA.149, IIA.177, IIA.178, IIA.180]

### Criminology

Faculty have designed the Criminal Justice Program for students interested in employment and/or further education in all aspects of the criminal justice system, including law enforcement, criminology, courts, corrections, probation and parole, juvenile authority, private and industrial security, and other related fields. The CCCC Criminal Justice Program offers two specific options for which Certificates of Achievement may be earned: a Law Enforcement Option and a Corrections Option.

All law enforcement agencies in California require a minimum of a high school diploma or GED to apply. Some, such as the Fresno County Sheriff’s Department, require satisfactory completion of thirty (30) units from an accredited college or university that is acceptable within the United States’ accredited college or university system. Applicants may apply units successfully completed toward earning a certificate of completion from a Basic Police Academy certified by the State of California, Department of Justice, the Commission of Peace Officer Standards and Training, toward the thirty (30) units required. Failure to list the required units on the job application will result in disqualification of the application. Law enforcement agencies may request college/university transcripts to verify completion of the required units.

All California law enforcement officers, regardless of the law enforcement agency, must attend and graduate from a California police academy. The courses offered at CCCC provide those cadets with an advantage as many of the subjects covered in the academy are in the CCCC course outline of record. [Evidence: IIA.36 p.81-82; IIA.38, IIA.47; IIA.48; IIA.49; IIA.50; IIA.51, IIA.181, IIA.182]

### Information Systems

The Information Systems program at CCCC prepares students with needed courses to complete Reedley College’s Associate of Science degree in Information Systems and various certifications. The Information Technology Support Technician and Information Technology Support Specialist Programs provide students with hands-on training and job skills. In order to determine eligibility for these programs, student candidates must take a placement test and WorkKeys Assessment. These programs help students prepare for the Comp TIA A+ and the

Comp TIA Net+ certification exams, which when successfully passed, are evidence of the student’s ability to install, manage, repair and troubleshoot PC hardware and Windows operating system software. The CCCC Information Technology Advisory Committee meets annually to evaluate and these programs and review student success. [Evidence: IIA.30, IIA.134, IIA.152, IIA.159, IIA.160, IIA.169, IIA.172]

Wastewater Treatment Operator

The Wastewater Treatment Operator Certificate Program provides students with knowledge and skills required to effectively operate and maintain wastewater treatment facilities, including problem solving, safety procedures, and compliance with current law and regulations. The program curriculum includes preparation for the State Water Resources Control Board (SWRCB) Grades I, II, and III. [Evidence: IIA.31, IIA.32, IIA.33, IIA.152, IIA.168, IIA.169, IIA.183]

The following report includes enrollment trends in vocational courses at CCCC for academic years 2007-2008 through 2013-2014. Overall, the number of successful completions increased from 3,126 to 3,698 (18.3 percent). Those attempting classes decreased over the past two years with consistent successful completions and higher completions overall.

Year	S.A.M. Code “B”			S.A.M. Code “C”			S.A.M. Code “D”			Total Vocational		
	S	C	A	S	C	A	S	C	A	S	C	A
2007-2008	38	51	60	1,785	2,250	2,520	1,303	1,808	2,052	3,126	4109	4632
2008-2009	69	89	102	2,503	3,351	3,787	1,753	2,437	2,731	4,325	5877	6620
2009-2010	77	98	107	3,014	3,948	4,442	1,687	2,292	2,627	4,778	6338	7176
2010-2011	62	75	85	2,746	3,555	3,967	1,544	2,126	2,366	4,352	5756	6418
2011-2012	77	88	98	2,805	3,672	4,057	1,656	2,138	2,361	4,538	5898	6516
2012-2013	95	111	118	2,586	3,405	3,792	1,455	1,872	2,051	4,136	5388	5961
2013-2014	68	78	82	2,291	3,155	3,476	1,339	1,742	1,924	3,698	4,975	5,482

S = Successful completion, C = Completed with a grade, A = Attempted course

[Evidence: IIA.17]

CCCC faculty and staff agree that they integrate review of programs and services into the Center’s planning process, and that Program Review and institutional planning consider student learning outcomes.

4. Review of programs and services is integrated into the College Center’s planning process. Examples could be how Program Review recommendations are reviewed by the College Center Council and Strategic Planning for implementation.

<i>n</i> = 95, <i>M</i> = 4.39, <i>SD</i> = 0.87	Frequency	Valid %	Cumulative %
Strongly Agree	52	54.7	54.7
Agree	36	37.9	92.6
Disagree	6	6.3	98.9
Strongly Disagree	1	1.1	100.0
<i>Total</i>	95	100.0	
Don’t Know	8	7.8	

[Evidence: IIA.7 q. 4]

The 2013 Accreditation Survey results contain additional evidence that students completing vocational and occupational certificates and or AA/AS degrees are prepared for external licensure and certification as indicated in the table below. Approximately 93 percent of survey respondents agree that students completing vocational and occupational certificates and or AA/AS degrees are prepared for external licensure and certification.

**Standard II: Student Learning Program and Services**

**Standard IIA: Instructional Programs**

6. Students completing vocational and occupational certificates and/or AA/AS degrees are prepared for external licensure and certification and can apply those skills at the workplace, as needed.

<i>n</i> = 73, <i>M</i> = 4.38, <i>SD</i> = 0.66	Frequency	Valid %	Cumulative %
Strongly Agree	34	46.6	46.6
Agree	34	46.6	93.2
No Opinion/ Does not Apply	4	5.5	98.6
Disagree	1	1.4	100.0
<i>Total</i>	73	100.0	
Don’t Know	30	29.1	

[Evidence: IIA.7 q. 6]

Occupational programs include student learning outcomes and participate in the program review process and will refocus attention from verifying curriculum relevance to assessing explicitly students’ skills. Here advisory committees are of even greater value in assessing program effectiveness using these data. The existing programs that use data for external certification will provide a model for developing course, program, and degree and certificate SLOs. [Evidence: IIA.154, IIA.155, IIA.156]

**Actionable Improvement Plan**

None

**II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

### **Descriptive Summary**

The CCCC catalog, department brochures, and the college website provide information about educational programs offered at the Center. The catalog clearly lists and describes the degrees and certificates offered to students in addition to the transfer information and requirements.

Course outlines of record (COR) and course syllabi include student learning outcomes (SLOs). Instructors distribute syllabi during the first class meeting in addition to posting syllabi on Blackboard. Department heads and administration routinely review course syllabi for accuracy and the Office of Instruction stores electronic copies of instructors' syllabi. [Evidence: IIA.93]

The Center verifies that individual sections of courses adhere to the course objectives and student learning outcomes through the faculty evaluation process. The SLO Coordinator, Institutional Researcher, and Dean of Instruction collect the SLO assessments and data analysis reports, which the SLO Coordinator posts on the Blackboard site. The Curriculum Committee regularly reviews (and updates) courses and programs offered at the college. [Evidence: IIA.120, IIA.121]

### **Self Evaluation**

CCCC meets this standard. The CCCC catalog provides information about educational programs and services offered to students. Students can find information about certificate and degree requirements on pages 29-31, transfer information and requirements on pages 33-40, Associate Degree and certificate programs on pages 56-81, and Associate Degrees for Transfer (AA-T/AS-T) on pages 82-90 of the 2014-2015 college catalog. In addition, catalog pages 97-142 list detailed descriptions of the college courses. Students can access the current and previous college catalogs on the Clovis Community College Center website ([www.cloviscenter.com](http://www.cloviscenter.com)) under the Current Students tab. [Evidence: IIA.91]

The CCCC Counseling Department also provides students with updated information about educational courses and transfer policies. Counselors meet with students and prepare a Student Educational Plan (SEP) that outlines a student's course load and requirements based on the student's major or educational goals. Because of SB 1456 Student Success Act, the Counseling Department emphasizes the importance of students getting their SEPs in order to ensure the students have a plan and an updated registration date. Students earn registration priority when they have completed SEPs by a specific date. The Counseling Department conducts SEP campaigns each semester by advertising with posters in all of the classrooms, posting information and due dates on Facebook, updating information on the college website, e-mailing students, and participating in various campus events like Rocktoberfest in the fall semester and Spring Extravaganza, as well as holding SEP Saturday sessions. In addition, the counselors offer classroom presentations throughout the semester informing students and faculty about the SEP. Counselors encourage students to make an SEP appointment each semester in order to keep the student on track and to update the plan as needed. [Evidence: IIA.18, IIA.19, IIA.20, IIA.21, IIA.251, IIA.252, IIA.253, IIA.254, IIA.255, IIA.256, IIA.257, IIA.258, IIA.259, IIA.260]

Other avenues of information about educational courses include course syllabi, which specify learning outcomes and objectives consistent with those in the approved course outlines of record. The Curriculum Committee reviews course curriculum to ensure that information about the Center's programs is clear and accurate. Clovis Community College Center's Curriculum Committee continues to work with Reedley College's Curriculum Committee to ensure appropriate and accurate transfer of courses. CCCC's Academic Senate Blackboard site houses information about the Curriculum Committee, its meeting agendas, and meeting minutes. In order to access the course outlines of record, faculty can go to the college's website to the faculty and staff tab to the CurricUNET link. [Evidence IIA.120, IIA.190]

### **Actionable Improvement Plan**

None

**II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

### **Descriptive Summary**

There are several resources available to students to determine which courses and programs are transferrable. Students can access information and the policies about transfer credits through the college catalog, the college website, the schedule of courses, and through the Center's Counseling Department. The Articulation Officer develops articulation agreements between CCCC and other colleges and universities and is responsible for the implementation and evaluation of these agreements. The Center's Curriculum Committee also evaluates courses to ensure they meet transfer requirements. Students who have previously attended another college and are in good scholastic standing are eligible to enroll at CCCC, subject to residence requirements. Counselors evaluate records for transfer students with regard to the scholastic status system in use at CCCC at the time of enrollment.

### **Self Evaluation**

CCCC meets this standard. The Center has clearly stated transfer-of-credit policies in the CCCC Catalog under the Transfer Information and Requirements section. There are sections addressing transfer to California State Universities (CSU), University of California (UC) schools, and private/independent and out-of state colleges and universities. In the Current Students tab of the CCCC website under the Student Support Services link, students can access the transfer websites from CSU and UC in addition to the ASSIST website which is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. Finally, there is information for students regarding the Transfer Admission Guarantees (TAG) with specific schools, but with the note that students are to check with counseling and the Blackboard link for the most up-to-date information. The Center's Counseling Department communicates to students which courses transfer and if there has been a change. [Evidence: IIA.87, IIA.91, IIA.261]

Incoming transfer credits must have comparable student learning outcomes (SLOs) to CCCC's. Course outlines of record and course syllabi list student learning outcomes. The Center's Curriculum Committee constantly evaluates courses and their SLOs to ensure transferability.

#### **Actionable Improvement Plan**

None

**II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements to that enrolled students may complete their education in a timely manner with a minimum of disruption.**

#### **Descriptive Summary**

The Center's Curriculum Committee under the authority of the Academic Senate makes sure that if or when the Center eliminates programs or significantly changes program requirements students are able to complete their education with minimal disruption or delay. The Center communicates this information to students through the college catalog, the Current Students tab on the website (under Student Support Services), and through the Counseling Department. The Curriculum Committee regularly meets and votes on the proposed elimination or changes to programs. The Counseling Department advises students on how to complete educational requirements when the Center eliminates or modifies programs.

Courses that are no longer practical go through program discontinuance. The Center does not eliminate these courses, but keeps them on record for the future if needed. Once revived, these courses do not have to go through the Curriculum Committee for approval a second time.

#### **Self Evaluation**

CCCC meets this standard. When the Center eliminates programs or significantly changes requirements, counselors advise students individually and update the student's Student Education Plan (SEP). The Curriculum Committee makes every effort to ensure that there is minimum disruption or delay. When the Center deletes courses, the Curriculum Committee makes sure that there are other courses available for students to take to meet the same requirements. Pages 131-32 of the 2014-2015 Reedley College Catalog list SCCCDC Intra-District Articulated Courses, Common Courses, and In-Lieu Courses. Faculty may make changes to the courses themselves (through the Curriculum Committee) in order to meet articulation requirements. The Curriculum Committee also investigates whether courses are transferrable to the CSU or UC college systems any time faculty create a new course or make changes to existing courses. [Evidence: IIA.36, IIA.38]

#### **Actionable Improvement Plan**

None

**II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

### **Descriptive Summary**

CCCC produces an annual catalog in both printed and electronic forms. The catalog describes academic regulations, degrees, certificates, transfer information, course descriptions, student support services, and student activities. The College Center Council will establish a process to review the college catalog and sends it out to the constituent groups to read and comment (see Standard II.B.2). A schedule of courses is available each semester in both print and electronic form and updates due to schedule changes is available in the counseling office and posted in various high-traffic areas on campus for students to note the changes.

The Center provides information on student achievement that is accurate and current. The public has access to Student Learning Outcome reports located on the Blackboard site through the college website's "About Us" tab and college planning link. In addition, a monthly newsletter from the Campus President is available highlighting student activities and various student achievements (e.g. certificate program completions, special art exhibits, special recognitions). Finally, the public receives information regarding graduation ceremonies through various forms of advertising on the Center's website and the local newspaper.

### **Self Evaluation**

CCCC meets this standard. CCCC represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel in the catalog. For example, the current catalog lists academic regulations on pages 21-31, information on certificates on pages 32-35, and course information on pages 129-221. Information on student support services and activities is listed on pages 53-60. The catalog and other pertinent information are available on the college website ([www.cloviscenter.com](http://www.cloviscenter.com)). The CCCC Curriculum Committee ensures that the institutional policies and practices related to courses are accurate and correct. Finally, the Center provides information on student success by informing the public and students through the calendar of events on the website. [Evidence: IIA.36, IIA.38]

### **Actionable Improvement Plan**

None

**II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

### **Descriptive Summary**

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

Individual course syllabi and the CCC catalog address board approved academic dishonesty statement policies. A student academic dishonesty statement, which includes cheating, plagiarism and collusion in dishonest activities, is found on page 47 of the Reedley College catalog. This statement also details what constitutes cheating and plagiarism. [Evidence: 36]

The Center does not promote any specific beliefs or world views.

### **Self-Evaluation**

CCCC meets this standard. Board policy 4030 on academic freedom is located in the Faculty Handbook under the “Intellectual Freedom and Responsibility” section. [Evidence: IIA.59]

The Reedley College Catalog states the policy of academic dishonesty on page 37, including the definition of dishonest activities and consequences of involvement.

Also, instructors include statements on academic dishonesty in their syllabi, which the Center administration collects and keeps. [Evidence: 36]

CCCC does not promote any specific beliefs or world views, as it is neither a private nor a religious institution.

### **Actionable Improvement Plan**

None

### **II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

#### **Descriptive Summary**

Faculty should distinguish between personal conviction and professionally accepted views in their discipline. Faculty mentor programs and evaluation processes require class observation of full and part-time faculty, thus allowing more experienced faculty and administrators to communicate what is acceptable or inappropriate to teach. In Flex Day and Duty Day workshops, faculty can communicate with their peers on this subject.

Board Policy dictates that a faculty member should always be accurate, interpret facts fairly, avoid bias, avoid teaching material not related the subject, respect other viewpoints, and not claim to speak for the college.

#### **Self-Evaluation**

CCCC meets this standard. There is an ongoing effort to ensure faculty distinguish between personal conviction and professionally accepted views. The faculty mentoring process, classroom observation reports, tenure review process, and student evaluations allow the faculty to continuously improve their knowledge of the distinction of professionally accepted views and personal conviction.

All full-time CCC faculty meet on Duty Day. On Flex Day individual departments usually meet. The discussions often include professionally accepted views. [Evidence: IIA.198]

Additionally, Board Policy 4030, also printed in the Faculty Handbook, dictates that intellectual freedom carries with it certain listed responsibilities. [Evidence: IIA.58, IIA.59, IIA.262]

### **Actionable Improvement Plan**

None

### **II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**



### **Descriptive Summary**

This institution informs students and faculty about academic honesty through the Student Code of Conduct section in the CCCC Catalog and the Faculty Handbook. Additional information for students is in course syllabi and the schedule of classes. The faculty receive additional information during workshops, instructor reviews, and mentorships for interns who are completing graduate school.

### **Self-Evaluation**

CCCC meets this standard. This institution establishes and publishes clear expectations to students concerning academic honesty and the consequences of dishonesty in the 2014-2015 Reedley College Catalog on page 47 which states that there are a variety of sanctions and penalties at the discretion of the instructor including a failing grade on the assignment or course depending on the frequency and severity of the incidents.

Faculty review the college policies during Duty Day and Flex Day workshops, the tenure review process, and during mentorships for interns who are completing graduate school. There are also policies on cheating and plagiarism in the 2013-2014 Faculty Handbook on page 36 which mentions the Student Conduct Standards and Grievance Procedures Handbook in the Dean of Students office. [Evidence: IIA.58, IIA.59]

Some instructors use the website [www.turnitin.com](http://www.turnitin.com) to assist them in checking for plagiarism.

There are clear expectations published concerning student academic honesty and consequences for dishonesty. There is continuous improvement of this standard because faculty are able to review college policies during duty day and flex day workshops.

### **Actionable Improvement Plan**

None

### **II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

#### **Descriptive Summary**

CCCC does not promote any specific beliefs or world views because this is not a private or religious institution.

Required course syllabi, course schedules and college catalog inform students of the codes of conduct.

Codes of Conduct for Faculty, Staff, and Administrators are in the Faculty Handbook. Faculty review codes of conduct during the faculty tenure review process which includes the Statement of Ethics by the American Association of University Professors (AAUP). Faculty interns who are in the process of completing their master's degree are also taught the codes of conduct during their mentorships. Administrator evaluations ensure that administrators follow the codes of conduct.

## Self-Evaluation

CCCC meets this standard. The CCCC Catalog describes the student codes of conduct on page 3. Specific rules and regulations are found in Board Policy 5520 which defines discipline procedures and when they apply. [Evidence: IIA.263]

The 2013-2014 Faculty Handbook contains information on how to deal with disruptive student behavior on page 62. The section of the handbook describes potential classroom situations and gives recommended actions that the faculty should take. The Faculty Handbook also contains Codes of Conduct for Faculty, Staff, and Administrators in several categories including a Non-discrimination statement on page 52 which states that the State Center Community College District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, or age. There is a section on intellectual freedom and responsibility on page 49 which defines academic freedom, explains why it is important, and outlines its limitations. There is a section on sexual harassment on page 56 which defines sexual harassment and how to prevent it and complaint procedures. [Evidence: IIA.58, IIA.59]

The Center informs faculty of the Codes of Conduct during the tenure review process and the faculty mentor program. They also review of the Statement of Ethics by the American Association of University of Professors (AAUP) as part of the tenure review process. The AAUP's Statement of Ethics can be found online at [www.aaup.org](http://www.aaup.org).

Periodically, staff and faculty evaluate administrators, which ensures that administrators also follow Codes of Conduct. The Center keeps these evaluations in administrative files. Various types of surveys (online and Scantron) have been given to the faculty to evaluate the administration.

As stated above, the CCCC Catalog and Faculty Handbook list clear notices of policies concerning codes of conduct. There is continuous improvement in how the Center communicates and follows codes of conduct policies through the tenure review process and faculty mentor program.

## Actionable Improvement Plan

None

## Evidence List

<b>Document #</b>	<b>Document Title</b>
<b>IIA.1</b>	College Center Council Minutes Discussing Needs Assessment 9-13-13
<b>IIA.2</b>	College Center Council Minutes Discussing Needs Assessment 10-18-13
<b>IIA.3</b>	College Center Council Minutes Discussing Needs Assessment 1-24-14
<b>IIA.4</b>	Board of Trustees Minutes Approving Needs Assessment 10-10-13
<b>IIA.5</b>	College Center Council Minutes Discussing Ed Master Plan 2-5-10
<b>IIA.6</b>	Board of Trustees Minutes Approving Ed Master Plan 3-2-10
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<b>IIA.35</b>	Engineering Transfer Students Research Brief FA13
<b>IIA.36</b>	Reedley College Catalog 2012-2014
<b>IIA.37</b>	Reedley College Catalog Addendum 2012-2014
<b>IIA.38</b>	Reedley College Catalog 2014-2015
<b>IIA.39</b>	BLANK
<b>IIA.40</b>	Course Outline of Record History 11
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<b>IIA.43</b>	Clovis Community College Center Website
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<b>IIA.45</b>	Curriculum Handbook FA14
<b>IIA.46</b>	Curriculum Handbook Reedley College
<b>IIA.47</b>	Fresno County Job Specifications Website
<b>IIA.48</b>	California Department of Corrections & Rehabilitation Website
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<b>IIA.51</b>	Criminology - Corrections Certificate of Achievement Requirements
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<b>IIA.62</b>	Integrated Planning-Participatory Governance Handbook 2013-2014
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<b>IIA.64</b>	Program Review-SLO Committee Agendas Blackboard Website
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<b>IIA.249</b>	Waste Water Program Schedule FA14
<b>IIA.250</b>	Fresno Regional Workforce Investment Board Training Providers Website
<b>IIA.251</b>	Child Development Program Brochure
<b>IIA.252</b>	Student Educational Plan Flyer FA14
<b>IIA.253</b>	Student Educational Plan Flyer SP14
<b>IIA.254</b>	Student Educational Plan Flyer 2 SP14
<b>IIA.255</b>	Student Educational Plan Flyer SP13
<b>IIA.256</b>	Student Educational Plan Get on Track Flyer
<b>IIA.257</b>	Student Educational Plan Get on Track Logo
<b>IIA.258</b>	Student Educational Plan Events February 2014
<b>IIA.259</b>	Student Educational Plan Magnet SP14
<b>IIA.260</b>	Student Educational Plan Email to Students FA14
<b>IIA.261</b>	Transfer Admission Guarantee Workshop Flyer FA14
<b>IIA.262</b>	BP 4030 Academic Freedom
<b>IIA.263</b>	AR 5520 Student Discipline Procedures
<b>IIA.264</b>	Redesigning Education Article
<b>IIA.265</b>	Department Chairs Minutes Blackboard Website
<b>IIA.266</b>	Program Review-SLO Annual Report Art 2012
<b>IIA.267</b>	Program Review-SLO Annual Report Biology 2012
<b>IIA.268</b>	Program Review- SLO Annual Report Health Services 2012

## Standard IIB

# Student Support Services



Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

## **STANDARD IIB - Student Learning Programs and Services**

**The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

Clovis Community College Center (CCCC) provides the full range of student support services to directly support the many goals of its mission, which includes student access, student learning, and student completion. The catalog contains a comprehensive list of support services and programs. The CCCC website contains the locations, phone numbers, and hours of operation of support services. In addition, most student support services programs distribute brochures and other written materials specific to their programs while maintaining their individual webpages. The matriculation/student support and success program at CCCC provides a comprehensive assessment of and services for students' needs, including the application for admission, orientation, assessment, financial assistance, academic counseling and student educational planning, registration, and follow-up activities. [Evidence: IIB.90]

CCCC follows the California Community Colleges matriculation/student support and success program to determine the services and programs that benefit admitted students. Admissions and Records applies matriculation information to their admissions policies and procedures, and the college catalog documents such information. CCCC has updated the Matriculation Plan to align with the new Student Success Act guidelines. [Evidence; IIB.87, IIB.88, IIB.89, IIB.90, IIB.91, IIB.92, IIB.93, IIB.551, IIB.552]

### Application/Admissions

The application is the primary source of student information, providing CCCC the necessary data to inform and direct students to services and programs that can benefit them. The application is available electronically and in paper form and includes sections that ask for general student information, high school information (i.e., diploma, certificate, General Education Development G.E.D.), educational goal (i.e., associate degree, transfer, career preparation), and special services needed (i.e., student athletics, displaced homemaker, English as a second language, disabled students programs and services, student government, tutoring, veteran's status). Admissions and Records enters requested services into Datatel/Ellucian as a permanent record. Additionally, after Admissions and Records processes the application, the Center communicates with students via the Scheduling and Reporting System (SARS) Call, e-mail alerts, and mail notification. The SARS Call program is an automated messaging system. Student services faculty and staff use SARS Call to send appointment reminders, announcements, registration notices, and other student-related messages. [Evidence: IIB.50, IIB.73, IIB.74, IIB.75, IIB.76, IIB.126, IIB.129, IIB.174]

### Orientation

The district requires all new, first-time students to complete the CCCC new student online orientation prior to registering for courses; counselors highly encourage all returning and transfer students to complete the orientation as well. The orientation contains pertinent information for successfully managing college policies and procedures and accessing programs and services. Students complete the orientation online, and the orientation includes “checks on learning” quiz questions to encourage students to focus on the information provided, and students also take a satisfaction survey in the process. Counselors electronically document and manage all completed orientations. [Evidence: IIB.56, IIB.57, IIB.58, IIB.59, IIB.60, IIB.61, IIB.62, IIB.63, IIB.64, IIB.65, IIB.147, IIB.148, IIB.149, IIB.150, IIB.151, IIB.152, IIB.153, IIB.244]

### Assessment

CCCC primarily uses the Accuplacer Computerized Placement Test (CPT) that provides the student with appropriate recommendations for reading, writing, and math course placement. The assessment results assist students and counselors with the selection of initial coursework to encourage academic success in college. In addition, CCCC also assesses a student’s course placement using multiple criteria that includes prior academic coursework (high school, college, and/or veterans), vocational, personal, and disability related counseling. Disabled Students Programs and Services (DSPS) provides testing accommodations to students with verified disabilities for the college placement test. Some of the accommodations include extra testing time, enlarged font, and a reader service. DSPS determines the accommodations based upon limitations imposed by the disability. In January 2014, CCCC established a Testing Center to provide a consistent and confidential process for students taking make up exams and receiving DSPS testing services. [Evidence: IIB.79, IIB.80, IIB.81, IIB.82, IIB.83, IIB.84, IIB.85, IIB.86, IIB.135]

### Financial Assistance

All student services faculty and staff encourage students to complete the Free Application for Federal Student Aid (FAFSA) that will determine candidacy for and, if applicable, kind of financial support CCCC can provide for a student’s education. The Financial Aid Office assists students with completing the FAFSA and answering financial aid questions. Students may use on-campus computers to complete the application online. In addition to addressing general financial aid needs, the Financial Aid Office assists in the identification of student eligibility for other programs such as Federal Work Study, Cal Grants, student loans, and scholarships. The office staff assists students in completing in-school loan deferments, default prevention, and regaining eligibility for student aid after defaulting on student loans. Counselors encourage undocumented non-citizen students who meet the requirements for AB540 to complete the California Dream Act application to determine if they can qualify for the Board of Governors Fee Waiver Program and a Cal Grant. Counselors also encourage students to complete the CCCC scholarship application. Student services faculty and staff send e-mails to students encouraging them to apply and PowerPoint slides to instructors to display in their classrooms as students enter. Students also view the PowerPoint slides on televisions in the lobby of the academic buildings and in student services. [Evidence: IIB.102, IIB.103, IIB.104, IIB.105, IIB.106, IIB.107, IIB.108, IIB.109, IIB.110, IIB.111, IIB.112, IIB.113, IIB.114, IIB.115, IIB.116, IIB.117, IIB.118, IIB.119, IIB.120, IIB.121, IIB.122, IIB.123, IIB.124, IIB.125]

### Academic Counseling/Student Educational Planning

CCCC strongly encourages and assists students in creating a Student Educational Plan (SEP). The SEP states the student's educational goal, outlines the courses the student needs to complete each semester, and provides visual documentation of when a student will complete his or her designated goal. The SEP provides students with a clear pathway to meeting their desired goals at CCCC. In an effort to meet the needs of all students and the new Student Success Initiative for California Community Colleges, CCCC has initiated an on-going SEP campaign to encourage students to discuss their educational plans with a counselor and develop a SEP.

CCCC offers counseling services to all general students, both online and face to face, including veterans, honors, educational enrichment, TRIO – Student Support Services (SSS) and Science Technology Engineering and Math (STEM), and also through special programs such as Disabled Students Programs and Services (DSPS) and California Work Opportunity and Responsibility to Kids (CalWORKs). These programs also provide specialized workshops, counseling sessions, and program orientations for student participants. [Evidence: IIB.1, IIB.2, IIB.3, IIB.4]

### Registration

CCCC has established procedures, services, and, programs that improve access to student registration and assist students in making appropriate course selections. Outreach, Counseling, and Admissions and Records are the primary providers of registration services. These programs coordinate with other student services to conduct activities and programs promoting and assisting the registration of students, including Registration-To-Go (RTG) for high school applicants attending CCCC's feeder high schools, express registration, an educational enrichment program, express counseling, and walk-in counseling. In addition to general registration, specific populations have their needs met with priority registration, enabling students participating in the CalWORKs program, students with disabilities, veterans, foster youth, EOPS, and other populations to register for courses early. This approach decreases barriers which may prevent these students from successfully completing their academic goals. [Evidence: IIB.154, IIB.155, IIB.156, IIB.157, IIB.158, IIB.159, IIB.160, IIB.161, IIB.162, IIB.163, IIB.164, IIB.165, IIB.166, IIB.167, IIB.244]

### Follow-up

CCCC has established and conducts regular follow-up services for continued identification of beneficial services to students. Initially, Admissions and Records monitors student academic progress after the completion of each semester, and counselors participate in monitoring student progress. CCCC has implemented the Scheduling and Reporting System (SARS) Alert Program which provides an online system to identify students early in the semester and provide these students with appropriate services. These processes assist in monitoring all students' current progress in classes during a semester. Counselors provide students on academic and/or progress probation, at all levels, with intervention either in person or online to address their specific needs or deficiencies. The results of monitoring leads to the coordination and implementation of workshops and individual counseling sessions where counselors advise students of their current academic status, inform them of their options for improving their status, and encourage and refer them to support services (i.e., Disabled Students Programs and Services, Veterans Resource Center, Health Services, Mental Health Services, the Tutorial Center, and basic skills course options). [Evidence: IIB.66, IIB.67, IIB.68, IIB.69, IIB.70, IIB.71, IIB.72, IIB.77, IIB.78,

IIB.130, IIB.131, IIB.132, IIB.133, IIB.134, IIB.136, IIB.137, IIB.138, IIB.139]

#### Center-Wide Collaboration/Discussion

Based on CCCC's commitment to shared governance, administrators, faculty, staff, and students participate in college and district committees. These committees make a concerted effort to share information in a timely manner among the planning groups or to present information at various campus meetings. There is continuous collaboration at the administrative, faculty, and staff levels that facilitates discussion on issues relative to student access, progress, learning, and success.

Through the organizational structure, administration undertakes an integrated planning approach, working hand in hand with the various student services programs. The Campus President, Vice President of Instruction and Student Services, deans, department chairs, and student services managers, faculty, and staff, and student representatives serve on committees that address how CCCC is serving students in meeting their educational goals. An example of collaboration is the CCCC College Center Council that, through the Strategic Plan objectives, is responsible for formulating plans and reviewing practices or procedures on how to maintain and improve services for students. The various constituent groups on the committee participate in dialogue and provide input in the decision-making processes involving programs and services. This includes oversight of the program review process for the various student services areas which ensures that programs are evaluating their functions and service to best meet student's needs as best as possible. Other areas of discussion include dialogue on budgetary issues that involve maintaining specific levels of services for instructional and student services areas. Similar discussions occur at the CCCC President's Cabinet meetings. The Vice President of Instruction and Student Services and the deans are committed to collaborative efforts between student support services and instructional services to integrate services that link the classroom with support services to improve institutional effectiveness.

College-wide discussions occur during the following: accreditation planning, College Center Council meetings, department chairs meetings, Distance Education and Technology Advisory Committee meetings, District-wide Matriculation Workgroup (Registration to Go – RTG) meetings, Enrollment Management meetings, Faculty Duty Day, Information Systems (IS), Priority/Datatel Users Group, Campus President's Cabinet, Program Review/Student Learning Outcome Committee meetings, and Student Success Committee meetings. With a few exceptions, these groups generally meet every two weeks.

Collaboration between administration, faculty, and staff also occurs at various committee meetings in discussions of short-term and long-term program goals and objectives related to maintaining the highest levels of quality student support services. There is continuous dialogue and discussion that focuses on how well services meet students' needs and how those areas can improve. For example, CCCC holds weekly meetings with all of the deans under the direction of the Vice President of Instruction and Student Services. Also, department chairs meet bi-monthly throughout the semester. As the service areas work together, the committee members maintain continuous dialogue that allows the student support services areas to remain current on how each area is serving students. This ensures that there are open lines of communication between the various support service areas to address any issues that may affect the quality and efficacy of

services. This forum allows for collaborative efforts in planning and problem-solving in the best interest of students. Discussion can cover issues that include service hours, student registration procedures, financial aid disbursements, counseling services, retention efforts, and outreach.

Department discussions occur throughout the various student services departments and faculty committees: Academic Senate, Behavioral Intervention Team (BIT), California Work Opportunity and Responsibility to Kids (CalWORKs), College Outreach and Recruitment Planning Meetings, counseling faculty meetings and Flex Day activities, Curriculum Committee and articulation meetings, department chair meetings, Distance Education and Technology Advisory Committee, Educational Enrichment – Community College Center Advantage Programs (CCCAP), Financial Aid staff meetings (scholarships), Program Review/Student Learning Outcomes Committee, Special Support Programs: Disabled Student Programs and Services (DSPS), Honors, Student Success Committee, and Veterans.

In addition, discussions occur in various committees, support teams, and office and department meetings in which staff actively participate as standing members, presenters, and guests. At CCCC, the student support services areas have initiated programming focused on integrated planning within student services. This process targets all administrators, faculty, and staff to be knowledgeable and actively involved in the planning process and implementation of student services. CCCC has established a Blackboard organization, named CCCC Institutional Planning, to include all documentation for each CCCC committee and meeting sessions.

**II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

### **Descriptive Summary**

CCCC addresses the criteria for this standard through the college's program review process, student learning outcomes assessments, state and federally-mandated program compliance audits for categorical programs, the strategic planning process, and student satisfaction surveys.

Each department in student services participates in the program review process every five years. The CCCC Program Review/Student Learning Outcomes Committee coordinates the scheduling of Program Reviews, assesses the formal Program Review report, and coordinates the scheduling and reporting of student learning outcomes (SLOs). The evaluation process for Program Review includes analysis and self-assessment by department members, program coordinators, department chairs, the Vice President of Instruction and Student Services, and deans. The Institutional Researcher, working in conjunction with various campus staff, committees, programs, or disciplines, facilitates student satisfaction surveys, faculty surveys, student health surveys, and other data collections in order to obtain meaningful, useful data for evaluating services. Program members, program coordinators, department chairs, the Vice President of Instruction and Student Services, deans, and the Program Review/Student Learning Outcomes Committee prepare, review, and discuss a written Program Review. Each program presents its Program Review to the CCCC College Center Council and submits a Program Review/Student Learning Outcomes Annual Progress Report. Faculty and administration use Program Review

results and recommendations to maintain or improve programs and consider those results in the development of future resource allocation and strategic planning.

The Center defines student learning outcomes (SLOs) as the specific observable or measureable results that faculty expect subsequent to a learning experience. Faculty have developed SLOs for all student service areas and have designed SLOs to identify outcomes in each program area as well as an assessment component to measure those SLOs.

Categorical programs undergo rigorous review, and a committee of their peers (usually directors from other California community college programs) evaluate such programs regarding compliance to legal requirements, state laws (e.g., Title 5), and performance. Each program coordinator compiles results of the committee's findings into a report and submits it to the Vice President of Instruction and Student Services and the Campus President. Categorical programs and grants require annual state and federally-mandated reports, which program coordinators initially submit to the Campus President and the State Center Community College District Office for review. Once the SCCCD District Office approves reports, the program coordinators send them to the Chancellor's Office for final submission. Program coordinators submit federally-funded programs' reports to the U.S. Department of Education to meet grant program objectives and outcomes, expenditure goals, and annual report requirements.

CCCC faculty, staff, and administration develop the Strategic Plan and the State Center Community College District Strategic Plan through a collaborative process. Administration then distributes the plans to all campus constituent groups; the community may access the plans in print and online at [www.cloviscenter.com](http://www.cloviscenter.com) and [www.scccd.edu](http://www.scccd.edu).

Comprehensive Student Support Programs and Services are available and delivered through various means (i.e., in-person, phone, e-mail, online, and paper form) at CCCC: Admissions and Records, Alpha Gamma Sigma (AGS), Assessment/Placement Testing, California Work Opportunity and Responsibility to Kids (CalWORKs), Career Planning Services, Career Advancement Academy (CAA), Child Development Center, College Relations - Outreach and Recruitment, counseling (walk-ins, appointments, express, online), Disabled Student Program and Services (DSPS), Educational Enrichment, including Community College Center Advantage Programs (CCCAP), financial aid and scholarships, Health Services, Honors Program, Mental Health Services, online student services, retention programs (Early Alert and Probation Workshops), Student Activities - Associated Student Government (ASG), Transfer Center Services, TRIO – Student Support Services (SSS) and Science Technology Engineering and Math (STEM), Tutorial Center, and Veterans. These programs are described in Section 3 of Standard IIB. [Evidence: IIB.5, IIB.6, IIB.7, IIB.8, IIB.9, IIB.10, IIB.11, IIB.12, IIB.13, IIB.14, IIB.15, IIB.16, IIB.17, IIB.18, IIB.19, IIB.20, IIB.21, IIB.22, IIB.23, IIB.24, IIB.25, IIB.26, IIB.27, IIB.28, IIB.29, IIB.30, IIB.31, IIB.32, IIB.33, IIB.34, IIB.35, IIB.36, IIB.37, IIB.38, IIB.39, IIB.40, IIB.41, IIB.42, IIB.43, IIB.44, IIB.45, IIB.46, IIB.47, IIB.48, IIB.49, IIB.168, IIB.169, IIB.170, IIB.171, IIB.172, IIB.173, IIB.295, IIB.550, IIB.582]

### **Self-Evaluation**

CCCC meets this standard. In addition to federally and state-mandated reviews, CCCC has developed surveys to evaluate the effectiveness of student services. Faculty, staff, and



administration use these surveys to evaluate current practices and implement modification and/or revisions of programs and services, depending on analysis of data. In addition to the Community College Survey of Student Engagement (CCSSE), the 2013 Faculty and Staff Accreditation Survey, Program Review, and SLO Assessments, student support services faculty and staff collect data on the services described below through student satisfaction surveys and online questionnaires. [Evidence: IIB.44, IIB.47, IIB.52, IIB.53, IIB.54, IIB.55, IIB.127, IIB.140, IIB.141, IIB.142, IIB.143, IIB.144, IIB.145, IIB.146]

#### Student Satisfaction Survey(s)/Data

Online Admissions Application Data: CCCC students complete an online application (or hard copy) containing a section that allows students to identify support needs. The admissions application has a variety of areas where students can identify specific services they may need to become a successful student. This includes financial aid information, academic counseling, services for disabled students, career counseling, and other support services. The Center may use these requests to contact students and provide them with the appropriate information about the services requested. CCCC also identifies support needs by tracking the number and types of online student services utilized by students. Datatel/Ellucian (student records management system) can track the number of users and types of transactions students make during registration cycles. [Evidence: IIB.50, IIB.51, IIB.126]

Online Orientation: By collaborating with Cynosure, counseling faculty completed the online orientation during 2012-2013 academic year and attached a survey to the process in Summer 2012. Students complete the survey as soon as they finish the process. Data collection began during Fall 2012, and the Institutional Researcher compiled the data at the end of the year. For the 2013-2014 year, counseling faculty and the Institutional Researcher collected data on students who completed the online orientation and the student satisfaction survey.

Online orientation has been in place for the past several terms, and the orientation prompts students to complete a survey at the end of the process. Counselors and the Institutional Researcher begin data collection in the fall term and compile the data at the end of the year. This is the second full year that they have collected data.

From July 1, 2013 through June 30, 2014, 19,280 students throughout the district completed the online orientation. Of those, 3,425 students (17.8 percent) completed the survey this year (2014). Students used their home computer 70.3 percent of the time, a college or high school computer lab 25.3 percent of the time, and other locations 4.6 percent of the time. Ethnic, gender, and age demographic data generally followed typical SCCC patterns with minor exceptions. For instance, SCCC generally has approximately two thirds of its students in the 29 and under age categories. In this survey, the same is true; however, there are a larger number of 19 and under than is typical and understandable.

Overall, the survey showed very positive results. Below is a summary of the results of the 2013-14 Online Orientation Survey for CCCC that included approximately 371 responses:

Question	Number of Strongly Agree or Agree Responses	Percentage of Total Strongly Agree or Agree Responses
<b>I was able to easily navigate through the online orientation.</b>	303	81.9%
<b>As a result of viewing the orientation, my knowledge of policies, procedures, and supportive services has increased.</b>	304	82.6%

The survey also asked students to indicate the usefulness of each online orientation segment. There were anchors on a five point scale of “1” indicating “Not at all Useful” and “5” indicating “Extremely Useful.” Values that fall between these have not been named and can mean different levels to people depending on their interpretation. However, the table below captures students indicated anchors 4 and 5 (“Extremely Useful.”) Summary results of 2013-2014 Online Orientation Survey for Clovis Community College Center that included approximately 370 responses:

Orientation Segment	Number who indicated anchor 4 or 5 (“Extremely Useful)	Percentage who indicated anchor 4 or 5 (“Extremely Useful)
<b>Getting Started/First Steps</b>	285	77.2%
<b>College Success</b>	285	77.0%
<b>Student Services</b>	296	79.6%
<b>Campus Life</b>	270	73.6%
<b>Academic Services</b>	284	77.1%
<b>Student Conduct</b>	280	76.1%

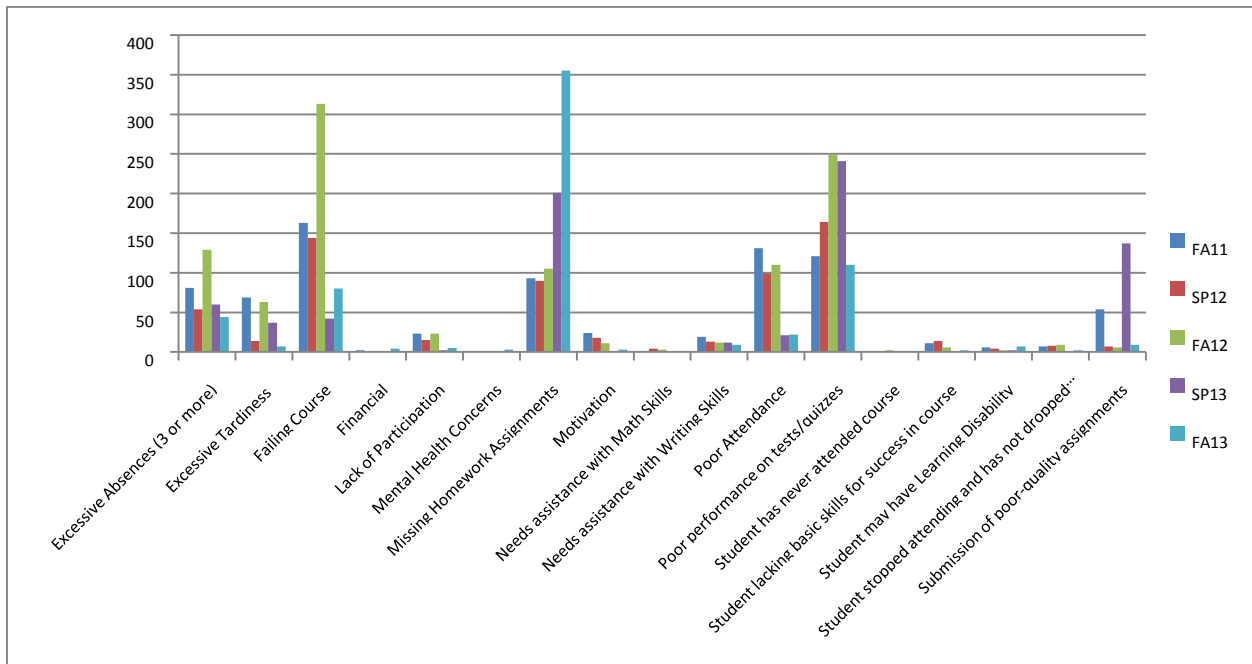
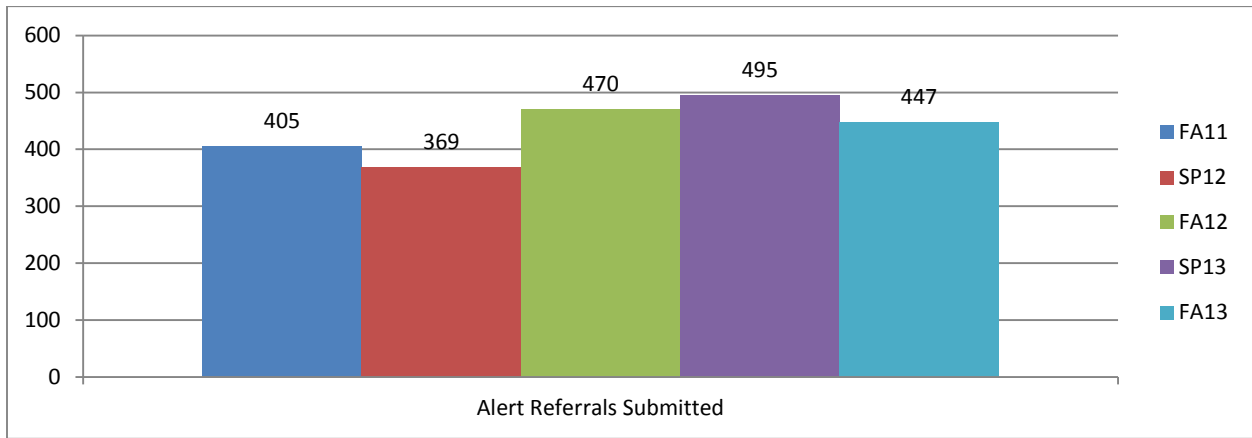
Lastly, students were asked for an overall level of satisfaction.

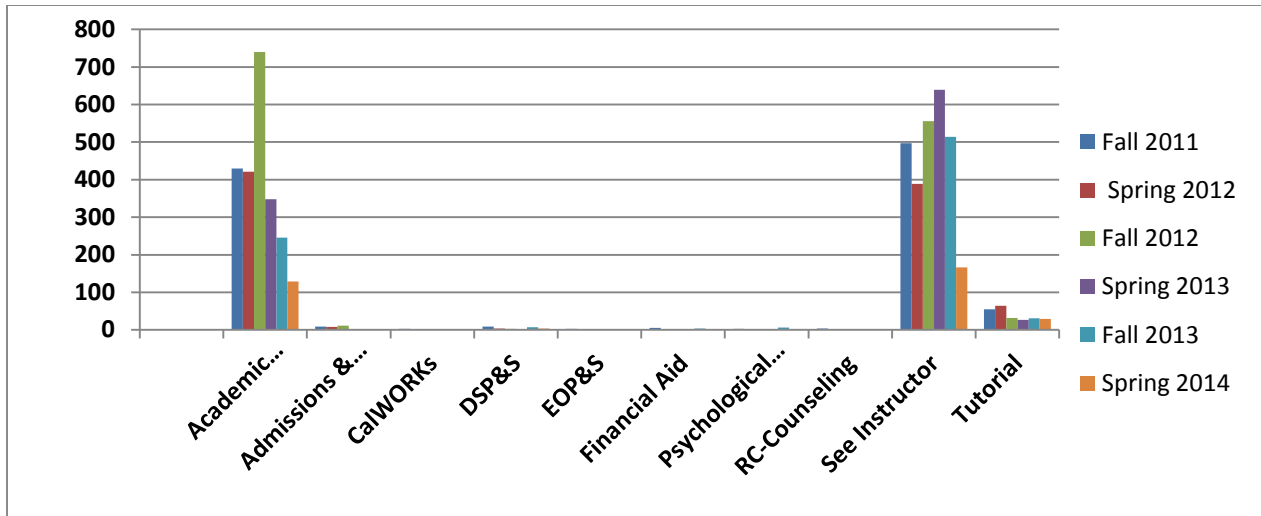
<b>Please rate your overall level of satisfaction with the Online Orientation.</b>						
	FCC	RC	CCCC	MC	OC	Total
<b>Very Satisfied</b>	923	216	138	93	11	1381
	44.3%	37.3%	37.5%	32.5%	34.4%	41.3%
<b>Satisfied</b>	845	241	144	116	13	1359
	40.6%	41.6%	39.1%	40.6%	40.6%	40.6%
<b>Neutral</b>	274	76	64	56	4	474
	13.2%	13.1%	17.4%	19.6%	12.5%	14.2%
<b>Dissatisfied</b>	27	42	16	19	2	106
	1.3%	7.3%	4.3%	6.6%	6.3%	3.2%
<b>Very Dissatisfied</b>	13	4	6	2	2	27
	.6%	.7%	1.6%	.7%	6.3%	.8%

There were also open comments at the end of the survey. Most of the 543 open responses were quite positive, speaking to things such as helpfulness of the orientation, ease of use of the

website, and general praise. Many students thought that the orientation took too long, was boring, or repetitive. This group also included comments specifically to the 15 second wait time. Several mentioned that it was too long. They also wanted to be able to come and go and not have to do the whole orientation at one time. The remainder was mixed. This group indicated specific problems while logging in or staying logged in as well as several mentioned they were returning and felt they should not have to do it again. However, it seemed that these were the exception as compared to the norm. [Evidence: IIB.63, IIB.64, IIB.65]

**SARS Alert:** The SARS Alert system has been in place for the past several years. The charts below demonstrate the number of referred students each semester from Fall 2011 to Fall 2013, the concerns for the referrals, and the services that receive the referrals:



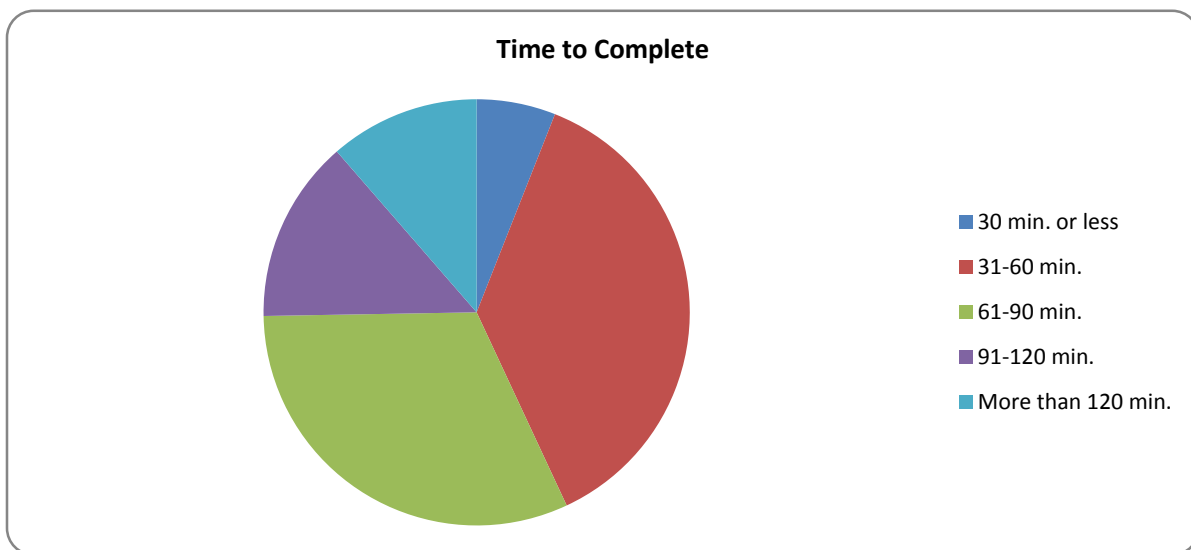


[Evidence: IIB.77]

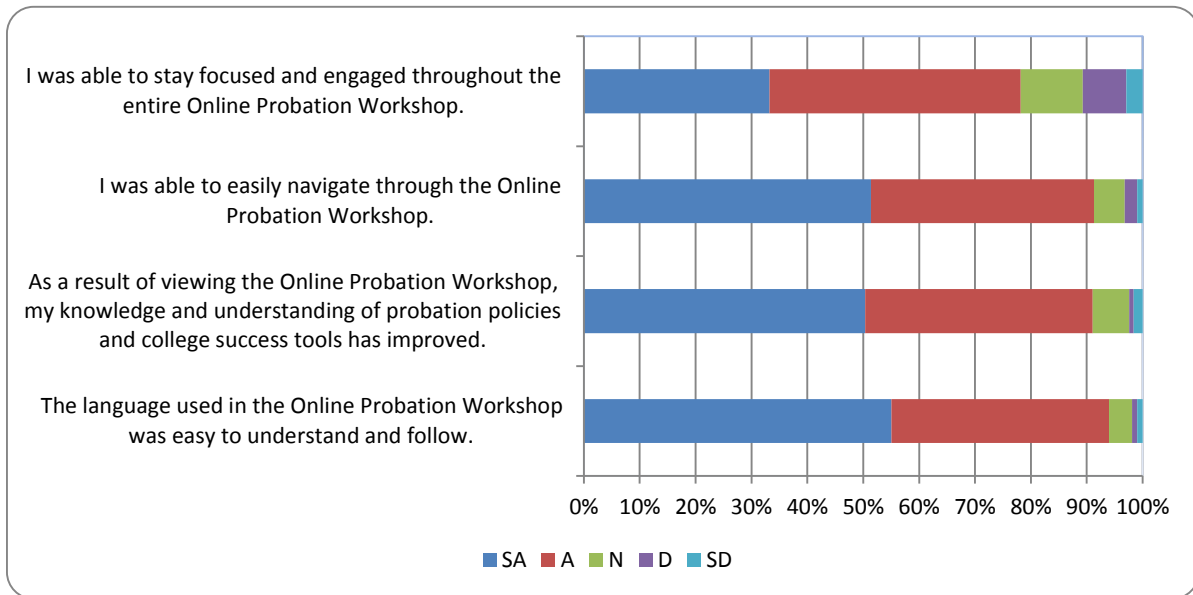
Online Probation Workshop (OPW): For the 2013-2014 year, counseling faculty and the Institutional Researcher collected data on students who completed the online probation workshop and the student satisfaction survey. The online probation workshop debuted in October 2013. At the completion of the workshop, students take a short survey as to its effectiveness. The following reflects SCCCD responses for the 2013-2014 academic year.

There were 1,695 students throughout the district who completed the OPW during the 2013-14 academic year of which 10.6 percent were CCC students. Students were generally 24 years old or younger (79.0 percent), Hispanic (50.4 percent), female (51.2 percent), and full time (52.8 percent).

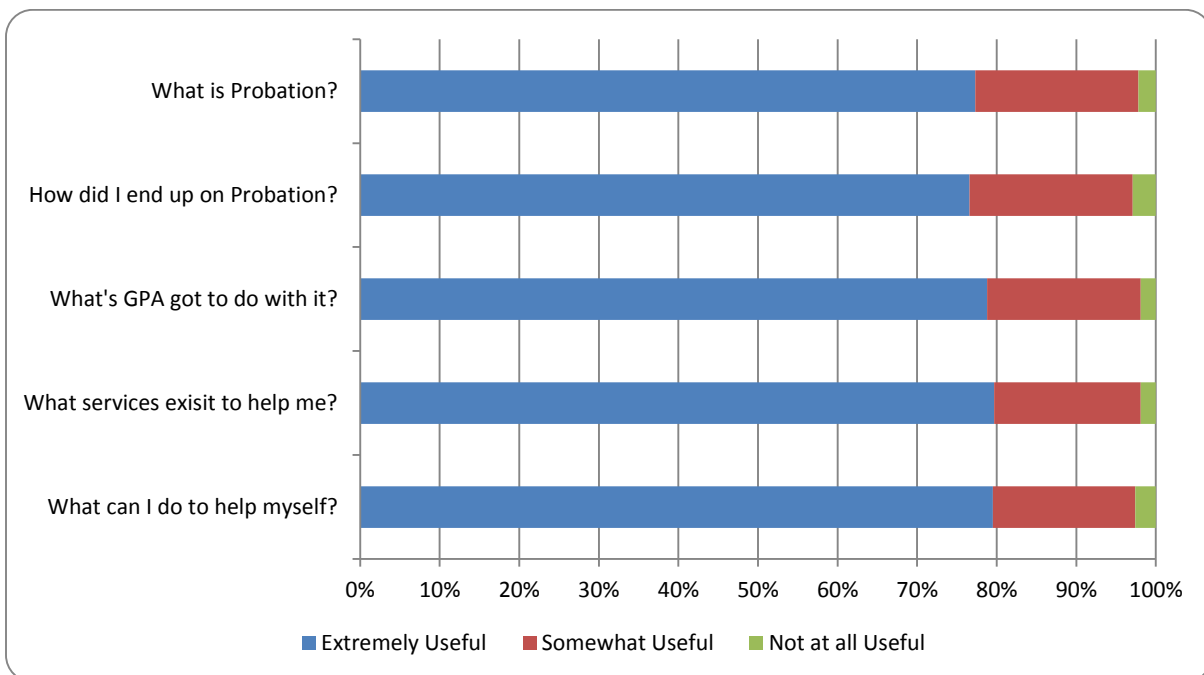
When asked how long it took to complete the online workshop, most students answered between 31 and 90 minutes (68.8 percent).



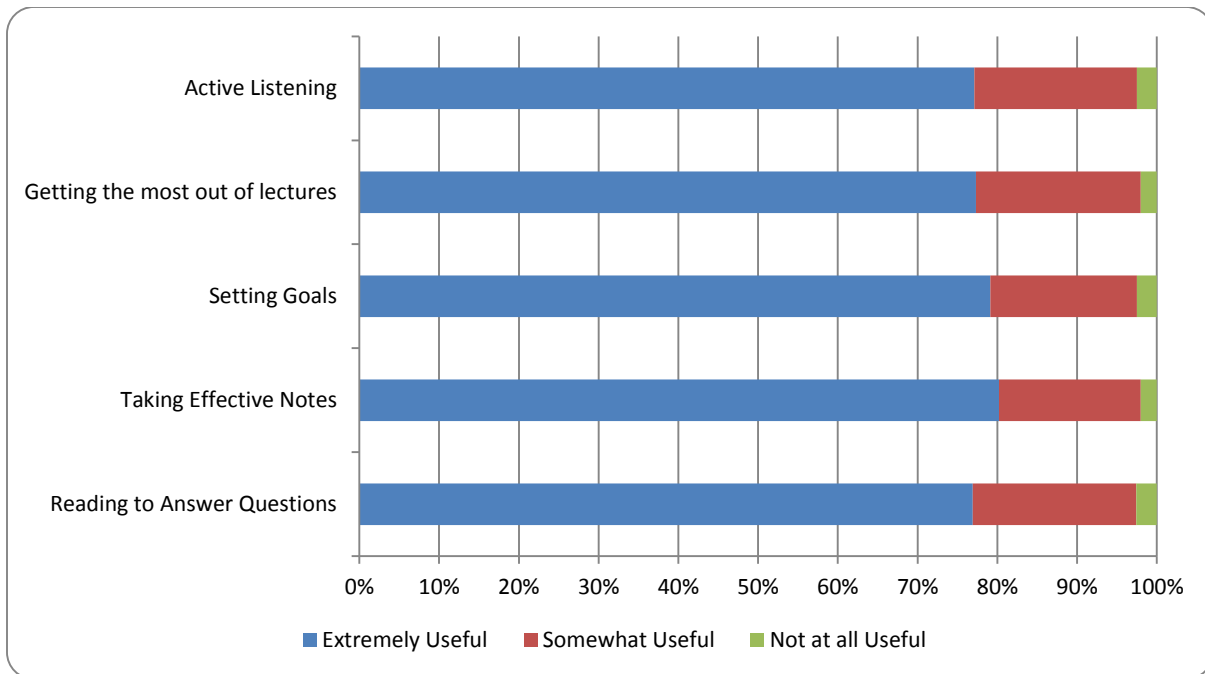
The survey asked students about their levels of satisfaction with the various components of the workshop. In general, they were very positive.



The OPW is broken into two parts and for each of these parts, the survey asked students to indicate the usefulness of each segment. In Part 1, students found segments extremely useful with very few indicating the segments as not at all useful.



In general, people found the topics in Part II extremely useful as well.



The survey gave students the opportunity to comment on the workshop, and there were 278 (14.1 percent) open-ended responses. Most were just general thanks and praise to the usefulness of the workshop (61.1 percent). In fact, there were several who said they would not change anything and that the information was helpful to all classes. There were also many comments about the timer. Primary comments about the timer indicated it was too long to wait between segments and that it was frustrating. Additionally, people noted that there were several glitches, especially in part II and that the pages would not load. Lastly, several students suggested that instead of having to start over if they missed a question, that the student be re-directed to the previous information so they may revisit and answer again. One specific comment noted that the Cornell Note taking method is outdated and not as effective as other, newer methods.

The following table summarizes the survey information from the Online Probation Workshop:

Prompt	Percentage of Total Strongly Agree or Agree Responses
<b>I was able to stay focused and engaged throughout the entire Online Probation Workshop.</b>	71.4%
<b>I was able to easily navigate through the Online Probation Workshop.</b>	90.3%
<b>As a result of viewing the Online Probation Workshop, my knowledge and understanding of probation policies and college success tools has improved.</b>	84.8%
<b>The language used in the Online Probation Workshop was easy to understand and follow.</b>	92.7%

Workshop Topic	Percentage of Extremely Useful or Somewhat Useful Responses
What is probation?	95.5%
How did I end up on probation?	93.2%
What's GPA got to do with it?	96.6%
What services exist to help me?	94.8%
What can I do to help myself?	94.9%
Active listening.	93.9%
Getting the most out of lectures.	94.4%
Setting goals.	93.9%
Taking effective notes.	96.1%
Reading to answer questions.	94.3%

### Actionable Improvement Plans

None

**II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: (a) General Information; (b) Requirements; (c) Major Policies Affecting Students; (d) Locations or publications where other policies may be found.**

### Descriptive Summary

CCCC has developed a catalog for Clovis Community College Center (CCCC). The first CCCC catalog is a one-year catalog effective 2014-2015 academic year. This section below includes the components of the CCCC catalog:

#### a. General Information

The 2014–2015 CCCC catalog is a comprehensive publication that contains current information for students. CCCC will publish the catalog every year in an effort to provide current information. The catalog is available in two formats: hard copy and online. Within the catalog, it notes that the Western Association of Schools and Colleges identifies and accredits CCCC as a public two-year community college center under Reedley College. The introduction section of the catalog outlines general information about CCCC and its mission statement.

The 2014-2015 catalog provides information on the matriculation/student success and support program and the various student support services available for students to assist them in achieving their educational goals. The primary matriculation/student success and support program components include application for admissions, new student orientation, assessment, counseling and advising, student educational plans, registration, and student follow up.

[Evidence: IIB.90]

CCCC offers general education courses and degree requirement courses; therefore, students attending CCCC can access and complete the requirements needed for graduation, certificate(s),

and/or transfer to a four-year university in the catalog. The catalog also outlines all of the degree and certificate programs available to students.

The CCCC College Bookstore offers the catalog for a nominal fee and it is available at no cost online. Hard copies are available for viewing in the Library, Counseling Center, Transfer Center, Admissions and Records, and the Student Services Center. The formats in which they are offered online are mobile device compatible.

#### **b. Requirements**

The catalog includes detailed information on the following: admissions requirements, student fees, catalog rights, graduation requirements, articulation and transfer to baccalaureate level institutions, associate degree and certificate programs, and course descriptions. A thorough process exists to ensure accuracy of information in the Reedley College Catalog. CCCC is developing its own process to ensure the accuracy of information for the CCCC Catalog. The Educational Planning and Coordinating Committee recently created an ad hoc group to review critical catalog components for accuracy and consistency throughout the district. [Evidence: IIB.175, IIB.176, IIB.565]

#### **c. Major Policies Affecting Students**

The catalog also includes major policies affecting students catalog under three sections including Admissions and Registration, Academic Regulations, and Administrative Policies.

The offices of the deans and the Vice President of Instruction and Student Services handle and maintain all of the student complaints/grievances. Due to confidentiality and privacy laws, the public can access minimal information of a student's complaint/grievance. The Center holds all records for seven years including student complaints/grievances. [Evidence: IIB.179, IIB.180, IIB.561]

#### **d. Location or Publications Where Other Policies May be Found**

In addition to the catalog, the CCCC administration and faculty developed a Student Conduct Standards and Procedures manual that details information regarding student conduct policies. This manual is available online and in hard copy. The Center also publishes two schedules of classes each year with similar information as in the catalog, as well as updated information such as CSU GE Breadth requirements, and flow charts showing sequencing of courses in particular subject areas. The student handbook and the catalog publish the Academic Freedom Statement based on Board Policy 4118.3. Furthermore, technology provides online media for students to access policies, updates, and announcements. Some of these include the online orientation, WebAdvisor, college websites, Blackboard, plasma screens in the lobbies, e-mails, and phone calls.

Also, the CCCC Dean of Students and the Department Chair of Counseling provide students with information on policies, processes, and procedures via a weekly mass e-mail (CCCC 411) to all students.

The State Center Community College District Board of Trustees Policies and Administrative Regulations contain policies and procedures affecting academic regulations. This information is available in administration offices and on the website at [www.scccd.edu](http://www.scccd.edu). [Evidence: IIB.177]



CCCC also makes all publications available in Braille.

### **Self-Evaluation**

CCCC meets this standard with an initial catalog published this year and plans for reviewing and publishing a catalog every year. Participation in the production of the catalog and schedule of classes involves many individuals and several review stages to make sure that the information in this publication is accurate. In Fall 2014, Educational Coordinating and Planning Committee organized a district-wide Common Catalog Committee, including individuals from various positions at CCCC, to provide ongoing discussions in an effort to create a more user-friendly and district-wide common catalog content and language.

CCCC department chairs, Vice President of Instruction and Student Services, deans, and individuals who coordinate particular programs and services on campus will routinely review and update the catalog every year with the current calendar outlining the academic year and the length of semesters. They will then incorporate changes into the revised catalog. The Office of Instruction will review the catalog and conduct edits accordingly. The Curriculum Committee will also play a large role in reviewing course description accuracy. Additionally, Admissions and Records and the Counseling Department will work closely to review degree and transfer requirements for accuracy. [Evidence: IIB.52, IIB.53, IIB.54, IIB.55]

### **Actionable Improvement Plans**

Develop a systematic catalog review process.

## **II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

### **Descriptive Summary**

CCCC utilizes several methods and processes to determine the learning support needs of its students. The first point for identifying student needs is on the initial online or hard copy application that has a section that allows students to identify support needs. The application for admission has several areas where students can specify special services they may need to become successful. This includes financial aid information, academic counseling, services for disabled students, career counseling, and/or other support services. Student services faculty and staff use these requests to contact students and provide information about the available services. The chart below shows the services indicated by CCCC students on the admissions application over the past few years:

Service Indicated on Admissions Application	Fall 2013	Spring 2013	Fall 2012	Spring 2012
Educational Enrichment	4	1	21	4
Admissions Office	3	3	1	2
Athletics	11	4	17	8
Bridge Program	1	4	0	1
Career Counseling	1,148	452	1,088	494
Child Care	292	24	337	145
Class Schedule	35	1	25	18
Counseling/Orientation	50	22	47	30
Disabled Students	110	40	104	46
Employment Assistance	735	323	759	337
English Second Language	51	27	46	23
EOP & S/ OASIS	311	144	326	154
Financial Aid	2,781	967	2,675	1,069
Have Received Cash Aid within 2 Years	7	9	11	11
Health Science Orientation	4	3	2	1
Honors Program	4	1	6	0
High School enrichment	7		28	1
International Student Information	1	1	0	1
International Students	3	0	1	0
Learning Disability Asses	5	1	7	3
Online Classes	998	475	1,088	543
Online Counseling Services (OCS)	77	48	217	68
Other	2	10	12	7
Probation (GS 41)	9	5	10	4
Scholarship Information	1	3	2	2
SEP (financial aid)	3	1	3	0
Student Government	159	64	163	63
Study Skills	73	40	73	38
Testing, Assessment and Orientation	67	42	275	132
Transfer Services	1,093	413	1,182	486
Tutoring/Basic Skills	903	341	906	362
USEAA Program	3	0	1	0
Veteran's Counseling	5	3	8	1
<b>TOTAL</b>	<b>8,956</b>	<b>3,472</b>	<b>9,441</b>	<b>4,054</b>

[Evidence: IIB.50, IIB.51, IIB.126]

CCCC also determines and addresses the support needs of its students through the program review process. It is an ongoing process used to assess and improve student learning and achievement. The results of the reviews assist in refining and improving program practices resulting in appropriate improvements of services provided. Additionally, student support services faculty and staff develop and assess student learning outcomes on an ongoing basis and use results for continuous quality improvement. The use of student surveys and assessments also direct decision-making processes. Student support services faculty and staff utilize these methods, including data from the Office of Institutional Research, to help identify the educational support needs of our students. [Evidence: IIB.295, IIB.296]

CCCC's administration is involved in advisory committees with the local feeder high schools to discuss student needs. Additionally, CCCC's administration and counseling faculty meet regularly with the Clovis North High School principal, vice principal, and counselors to discuss their students' needs and the development of programs to better serve their students. An example is the Community College Center Advantage Program (CCCAP) which allows a select group of

students to take courses at the CCCC during the day along with their regular high school coursework. These students earn dual credit for both college and high school for college courses completed. CCCC also implemented the same program with Clovis East High School in Fall 2014. The purpose of these meetings is to enable open communication about college preparedness and student success and to encourage the sharing of ideas and information. This includes discussion on how well the college can serve its students, what areas might need improving, and how the Center can continue to be of service. [Evidence: IIB.282, IIB.283, IIB.284, IIB.285, IIB.286, IIB.287, IIB.288, IIB.289, IIB.290, IIB.291, IIB.292, IIB.315, IIB.572]

Additionally, a partnership between Clovis West High School and CCCC has focused on the twelfth grade curriculum and academic behaviors. Clovis West is a minority school (approximately 53 percent minority) and has a reduced lunch population of 36 percent. In the four years since the partnership started, Clovis West English faculty have implemented an entirely new Common Core Curriculum, pointed at the English 1A student learning outcomes and objectives and emphasizing academic behaviors such as time management and professional affect. A key feature of the partnership has been close cooperation on norming academic standards between the college and high school faculty. Last year, as a result of this partnership, 79 percent of non-AP twelfth graders tested into English 1A (or the equivalent at CSU and UC) and 94 percent of seniors to either a two-year or four-year institution. [Evidence: IIB.293]

CCCC identifies students with special needs through various student services programs dedicated to serving these populations. These programs provide specialized services for their students that generally include a much more personalized relationship with program staff to monitor student progress and develop student educational plans to help bring about academic success. The following programs support student learning needs, provide college readiness skills, services, and resources that fit students' interests and needs.

#### Specialized Programs

**CalWORKs:** The California Work Opportunities and Responsibility to Kids (CalWORKs) program at CCCC helps recipients of cash aid complete short-term training programs. This program provides academic counseling, career counseling, employment training, mentoring, and job placement through its work study program. Other specialized services include assistance with child care; allowance for textbooks, school supplies, and transportation; teacher permit processing services; and work experience opportunities. [Evidence IIB.227, IIB.228, IIB.229, IIB.230, IIB.231, IIB.232, IIB.233, IIB.234]

**Career Advancement Academy (CAA):** The Career Advancement Academy (CAA) programs establish pipelines for under-prepared, underemployed, young adults to careers and additional higher education opportunities. The Career Advancement Academy programs address foundational skills in reading, writing, and mathematics in the context of particular career pathways of importance to the regional economy. The programs provide one-on-one attention, small class size (cohorts), counseling, skills assessments, hands-on-learning projects, instruction in the language and math required on the job, job shadowing or on-the-job training, internships, industry tours, links to workforce partners, and placement assistance upon successful completion of the chosen program. The certificate programs offered at CCCC are Wastewater Treatment Operator Program and Information Technology Support Specialist. Although the CAA grant

ends in Spring 2015, CCCC will institutionalize these programs and services through the support of a part-time counselor. [Evidence: IIB.201, IIB.202, IIB.203, IIB.204, IIB.205, IIB.206, IIB.207, IIB.208, IIB.209, IIB.210, IIB.211, IIB.212, IIB.213, IIB.214, IIB.215, IIB.216, IIB.217, IIB.218, IIB.219, IIB.220, IIB.221, IIB.222, IIB.223, IIB.224, IIB.225, IIB.226]

**Disabled Students Program and Services (DSPS):** The District Director of DSPS Program coordinates DSPS and is responsible for working with each of the campuses to provide specialized services and accommodations that assist students with documented temporary or permanent physical, psychological, and/or learning disabilities to reach their maximum potential while achieving their educational goals. DSPS counselors design services and accommodations to meet each student's specific needs for educational access and success. Staff specialists interact with all areas of the campus to eliminate physical, academic, and attitudinal barriers. This program offers alternate media as a service, in which the DSPS Alternate Media Specialist converts printed materials such as textbooks and printed instructional materials into another medium such as Braille, large print, and e-text. The DSPS office, Tutorial Center, and the campus open computer lab offer access for students with disabilities to computers with adaptive technology to aid in their progress to success. [Evidence: IIB.79, IIB.80, IIB.298, IIB.299, IIB.300, IIB.301, IIB.302, IIB.303, IIB.304, IIB.305, IIB.306, IIB.307, IIB.308, IIB.309, IIB.310, IIB.311, IIB.312, IIB.313, IIB.314]

**Educational Enrichment (CCCAP):** Current high school students in the 11<sup>th</sup> and 12<sup>th</sup> grades within the CCCC service areas who can benefit from advanced scholastic or vocational work can enroll in college courses and receive college credit through the Educational Enrichment Program. In addition to the general Educational Enrichment program, CCCC has partnered with Clovis North High School (CNHS) and Clovis East High School (CEHS) in the development of Community College Center Advantage Programs (CCCAP). The CNHS CCCAP program began in Fall 2010 with 19 seniors and continues to serve 20 students each year. The CEHS CCCAP Program began in Fall 2014 with 18 seniors. These students are enrolled in two college-level courses for the fall and spring terms and received both college and high school credit. In addition, CCCC offered an opportunity for high school students (grades 10<sup>th</sup>-12<sup>th</sup>) to enroll in courses as part of the Summer Scholars Advanced College Academy during the Summer 2014 6-week session. The Summer Scholars Advanced College Academy provided high school students with an opportunity to earn college credit and participate in on campus leadership activities. Clovis Unified School District also identified certain courses that were available for dual credit, so with these specific courses, students had the opportunity to earn both college and high school credit. [Evidence: IIB.282, IIB.283, IIB.284, IIB.285, IIB.286, IIB.287, IIB.288, IIB.289, IIB.290, IIB.291, IIB.292, IIB.293, IIB.315, IIB.316, IIB.317, IIB.318, IIB.319, IIB.567, IIB.568, IIB.569, IIB.570, IIB.571, IIB.572, IIB.573, IIB.574, IIB.575, IIB.576, IIB.577, IIB.578, IIB.579]

**EOPS:** CCCC plans to implement an EOPS program upon receiving college status. EOPS assists low income, educationally disadvantaged students affected by language, social, and economic handicaps with achieving a college education. Services offered include individualized counseling and support, academic progress monitoring, textbook services program, and specialized transition services. Currently, CCCC provides similar services through a TRIO grant to provide Student Support Services (SSS). Student qualifications to enter the CCCC SSS Program mirror those of EOPS eligibility. As indicated on the chart of services in the descriptive summary of

Standard II.B.3., it is clear that CCCC students would benefit from this program and its services. The chart shows the number of students who marked EOPS as a service that would benefit their success: 154 students in Spring 2012, 326 students in Fall 2012, 144 students in Spring 2013, and 311 students in Fall 2013.

Once CCCC receives an EOPS allocation of funds, the Center will hire appropriate staff, such as a counselor and support staff. [Evidence: IIB.51]

Foster Youth: CCCC currently provides special services to foster youth and has worked closely with local schools to provide the necessary services to this population. CCCC offers a variety of resources to assist emancipated students exiting the foster care system. Student support services faculty and staff encourage foster youths to contact the financial aid office and counseling department at CCCC. Services offered to foster youth at CCCC include priority registration, admissions and registration assistance, financial aid assistance, academic counseling, assistance with finding on-campus employment (for those who qualify), assistance finding housing, and career counseling. [Evidence: IIB.320, IIB.321, IIB.322, IIB.323]

#### Student Retention Services Programs

Early Alert: CCCC is committed to student success and utilizes an Early Alert/Progress Monitoring program to identify students with potential academic and performance difficulties in the classroom. The goal is to identify and contact at-risk students early in the semester and encourage these students to access campus support services. CCCC is currently utilizing the Scheduling and Reporting System (SARS) Alert program to streamline the Early Alert process for instructors, students, and counselors. [Evidence: IIB.77, IIB.78]

Probation Workshops: CCCC provides and requires probation workshops for all students on Level 1 probation. The purpose of the probation workshop is to provide students with information on probation, strategies to succeed, and information on services and resources that can assist in completing their educational goal(s). The probation workshop is available online for students. The Center also provides individual academic counseling services for students on Level 2 and/or dismissal probationary status. Through these individual sessions, counselors provide students with a review of their transcripts, development of student educational plans, and guidance on the process of registration while on probation, and overall information on how to continue and succeed in their education. [Evidence: IIB.66, IIB.69, IIB.72, IIB.130, IIB.131, IIB.132, IIB.133, IIB.134, IIB.361]

#### Student Services Programs

In addition to the aforementioned, CCCC provides the following programs and services to support the full range of student needs.

Admissions and Records: The Admissions and Records office provides services by processing paper admissions applications and registration for individuals interested in attending CCCC. Upon completion of applicable admission requirements, the district's centralized Admissions and Records Office processes registration materials. The centralized district functions that support all campuses include coordination of all online application set-up and processing (99 percent of applications are submitted online), initial residency determination, registration coordination and communication to students, waitlist process, prerequisite drops, instructor drops and instructor

no-show drops, subpoenas, student academic standing evaluation and processing, submission of all student records to national clearinghouse, and positive attendance roster data entry.

The district is currently researching the possibility of centralizing transcript processing and will make the decision prior to the 2015-16 academic year.

The Admissions and Records Department at Reedley College's main campus is also responsible for recording student grades, transcripts, and other processes dealing with student academic history. Currently, the district is transitioning admissions and records processes to CCCC. [Evidence: IIB.50, IIB.76, IIB.126, IIB.127, IIB.159, IIB.160, IIB.161, IIB.162, IIB.163, IIB.164, IIB.165, IIB.166, IIB.167, IIB.182, IIB.183, IIB.184, IIB.294]

Alpha Gamma Sigma: Outstanding student scholars are eligible for membership in the Sigma Gamma Chapter of Alpha Gamma Sigma (AGS), the honor society for California Community Colleges. Students meeting eligibility criteria can join the CCCC chapter of Alpha Gamma Sigma known as Theta Zeta. Students who earn at least a B average (3.0) for 12 units of college work (with no D or F grade) are eligible to join AGS. AGS members meet to hear speakers, raise funds for scholarships and attend conferences, participate in college activities, educational excursions, and special community projects. [Evidence: IIB.185, IIB.186, IIB.187, IIB.188, IIB.189, IIB.190, IIB.191, IIB.192, IIB.193, IIB.194, IIB.195]

Articulation: The Articulation Officer at Clovis Community College Center (CCCC) is a part-time counselor who is responsible for facilitating the process of faculty review that leads to the articulation of courses between institutions. The Articulation Officer has a vital, profession-level role that requires extensive academic knowledge, highly developed communication skills, and the ability to facilitate and coordinate every aspect of the complex and detailed articulation process. This highly sensitive position requires quick analysis, comprehension, and the ability to explain the nature of articulation issues to respective parties, including diffusing conflict and diplomatically navigating and implementing resolutions. [Evidence: IIB.196, IIB.197, IIB.198, IIB.199]

Assessment Services: Assessment services provide placement testing that measures a student's reading, writing, and math skills for appropriate placement in English and math. CCCC provides placement testing by appointment basis and through Registration to Go (RTG) coordination at local feeder high schools on designated days and times. The assessment test is accessible and is available in alternate format such as Braille. The assessment results guide counselors and students in determining the best choice of classes to start their academic careers. In addition to placement test, as of January 2014, CCCC established a Testing Center to provide a consistent and confidential process for students taking make up exams and or receiving DSPS testing services. [Evidence: IIB.81, IIB.82, IIB.83, IIB.84, IIB.85, IIB.86, IIB.135]

Bookstore: The CCCC bookstore carries a wide range of schools supplies, college merchandise, and textbooks for students. The CCCC bookstore also offers a services where students may purchase textbooks online for pickup at the bookstore, as well as textbook rental services. [Evidence: IIB.200]

Career Planning and Job Opportunities: CCCC Career Services include occupational information, computer-based job search information, and computer-based career assessments: Eureka, California Career Café, O Net, and other career-based internet media. Counselors are available to provide career assessment interpretation, career counseling, and to teach career awareness courses. At this point, the CCCC does not offer comprehensive job placement services. Currently, CCCC offers job opportunities through the following: Work Study Programs through financial aid and job placement services through CalWORKs. CCCC provided career services to 2,076 students during the Fall 2013 semester. [Evidence: IIB.235, IIB.236, IIB.237, IIB.238]

Child Development Center (CDC): The Child Development Center (CDC) at CCCC opened in Fall 2007. Through collaboration with the State Department of Education, Clovis Unified School District (CUSD), State Center Community College District, and First Five of Fresno, the CDC funded the six-million dollar facility, which serves as a dual role: providing high quality child development and child-care services for children and as a model demonstration site for students studying child development. The National Association for the Education of Young Children accredits the CDC. The CDC gives priority to children of Clovis Unified School District employees (the CUSD Child Development Department handles enrollment of this group), SCCC students taking a minimum of six units per semester, and SCCC staff and faculty. [Evidence: IIB.239, IIB.555, IIB.556, IIB.557, IIB.558, IIB.559, IIB.560]

College Relations - Outreach and Recruitment: The College Relations Program strives 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 Relations Specialist, the Registration-to-Go Orientation Assistants, and Academic Counselors promote education as a means to upward mobility by regularly conducting high school presentations and visits. The district assigns this team to designated feeder high schools within the CCCC service area and the team is actively involved in the Registration-to-Go (RTG) Program. The RTG Program includes assisting potential students with the college admissions process by providing instructions on completing the online admission application, providing assessment testing, promoting the completion of the new student online orientation, coordinating the counseling/advising sessions, and providing training on how to register online and follow up registration services. In addition, this team participates in community outreach and recruiting events, such as Fresno Area College Night, and is in regular contact with community organizations such as local Native American tribal nations, churches, Clovis Unified Migrant Education, Life Arrow gang prevention, and Fresno County Mental Health Services. Additionally, the College Relations Office is involved with the Adult Education Taskforce to promote educational opportunities for adults in the San Joaquin Valley and increase higher education rates of attendance. Staff from CCCC attend monthly meetings and participate in college/education fairs aimed at adults. There is a continuous partnership with Clovis Adult School to provide college information workshops and college placement testing. The main goals of outreaching to the adult populations are to upgrade career skills, address career changes, or assist underemployed/unemployed adults seeking employment through short-term certifications, Associate Degrees, and/or transfer to four-year institutions. Also, the College Relations Specialist provides campus tours introducing prospective college students and their parents to the programs and services available at CCCC. [Evidence: IIB.3, IIB.154, IIB.155, IIB.156, IIB.240, IIB.241, IIB.242, IIB.243, IIB.244, IIB.245, IIB.246, IIB.247]

### Student Recruitment and Outreach Activities

In recruitment and outreach, CCCC demonstrates sensitivity to the needs of all ethnic, racial, and underrepresented populations. The College Relations Specialist provides college outreach services to all local feeder schools, primarily as part of Registration-to-Go activities. The local feeder schools not only include public schools but also adult education, alternative education such as charter schools, faith-based private schools, and home school education.

Additionally, the College Relations Specialist has participated in the College Black Men activity in collaboration with Clovis North High School and serves on the committee in charge of the Native American College Information Day. There have also been several presentations made to the Native American Rancherias, Clovis/Sierra/Mariposa Unified School Districts Native American Indian Education Program, Fresno County Foster Youth, Hispanic Youth Symposium at California State University Fresno, Asian Student Club, Latino Success Club at Clovis High School, Latino Success Conference at Clovis West High School, and Fresno County Office of Education Juvenile Justice Center regarding college access and Central Valley Women's Conference.

The CCCC College Relations office has developed a partnership with University of California, Los Angeles (UCLA) and UC Merced Recruitment and Relations with Schools offices to visit local Native American tribal nations and community organizations. The main goal of the project is to create a college-going culture within tribal communities and to increase Native American enrollment at higher education institutions. The project involves giving presentations on community college transfer to the University of California system, application process, majors, financial aid, and extracurricular activities.

The CCCC College Relations office works in conjunction with Life Arrow, a local gang prevention program, to give gang members alternatives through higher education. Presenters give program participants college presentations on the matriculation process and highlight supportive services and programs to increase student success and instill self-sufficiency.

Clovis Unified School District and the College Relations office collaborate in addressing at-risk middle school students through the Summer School Academies Program. Students are bused from five local intermediate schools on scheduled dates. The College Relations Specialist and Associated Student Government volunteers give students a tour of the college campus and a presentation on college success and how it begins in intermediate school. Topics covered by the College Relations office are the importance of reading and writing, mathematics; classroom participation; homework completion; and career exploration.

### Counseling

The CCCC Counseling Department provides comprehensive counseling services to assist students towards a successful college experience. Counselors help promote student development and success by coordinating quality services and programs that focus on students' needs. Student support services faculty and staff design the programs 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. As of Fall 2014, CCCC currently employs seven full-time counselors serving all students. The department has increased the number of appointments available to students and brought on a counseling intern to job shadow



and eventually assist in serving students. The Counseling Department will welcome a new intern in Spring 2015. New student orientations are also available online and in person. Additionally, the Counseling Department offers counseling courses that are geared toward enhancing students' personal responsibility as well as intellectual and personal development. [Evidence: IIB.1, IIB.2, IIB.3, IIB.4, IIB.531, IIB.532, IIB.533, IIB.534, IIB.535, IIB.536, IIB.537, IIB.538, IIB.539, IIB.540, IIB.541]

Furthermore, with the passage of SB1456, CCCC revised the existing Matriculation and Basic Skills committees and folded them into one Student Success Committee. The committee meets once a month and addresses all mandates required under the Student Success Act/SB 1456. Currently CCCC has an established process in place for mandatory assessment, orientation, and student educational planning. Additionally, CCCC counselors actively participate on the district-wide matriculation workgroup that focuses on a variety of student success issues, including the Student Success Act mandates and the new enrollment priorities. The CCCC Counseling Department Chair has developed and provided training on the new Management Information Systems (MIS) type codes, aligned with the new student success data elements, and the mapping from SARS to Datatel. Also, CCCC faculty and staff are communicating to students the need to be fully matriculated and specifically complete a student educational plan (SEP). Also, CCCC has developed a new Student Success Plan to replace the previous plan, formerly known as the Matriculation Plan. [Evidence: IIB.87, IIB.88, IIB.89, IIB.90, IIB.91, IIB.92, IIB.552, IIB.592]

The CCCC Counseling Department has participated in a variety of events and programs to provide students with critical information regarding counseling services. In an effort to provide all students with an opportunity to get a Student Educational Plan, a semester by semester outline of the requirements necessary to complete their educational goal(s), completed, the Counseling Department has conducted evening and Saturday workshops to meet students' needs. The Counseling Department has provided the SEP events and outreach over the past several semesters, including two Saturday workshops (resulting in 113 SEPs completed) and six evening workshops (resulting in 132 abbreviated SEPs completed) in Spring and Fall 2014. Outreach activities have also included marketing materials in a "Got SEP" campaign, a booth at ASG's Winter Warm Up and Rocktoberfest, ASG students' presentations to classes, mass e-mails and personal phone calls, counselor visits to classes in the First Two Weeks of Class presentations, and collaboration with instructional faculty.

The following chart shows CCCC's progress in providing students (including all CCCC applicants, continuing, transfer, and returning) with a Student Educational Plan (SEP):

<b>Academic Year</b>	<b>Student Population</b>	<b>Number of SEP's</b>	<b>Percentage of Student Population</b>
<b>2010-2011</b>	8358	801	9.5%
<b>2011-2012</b>	7983	1187	14.9%
<b>2012-2013</b>	7622	1789	23.4%
<b>2013-2014</b>	7963	5449	68%

As a result of the SEP campaign for the above described population, 63 percent of CCCC students have completed an SEP. [Evidence: IIB.2, IIB.3, IIB.4, IIB.128, IIB.273, IIB.274, IIB.275, IIB.276, IIB.277, IIB.278, IIB.279, IIB.280, IIB.281]

Clovis 411 Event

Through the collaborative efforts with Counseling and Student Activities, orientation events, known as Clovis 411, provide new students and parents with critical information on getting started in college and student success strategies. For Fall 2013, CCCC hosted a college readiness event (Clovis 411) for new students on Thursday, August 1<sup>st</sup> 2013 from 5:30pm to 8:30pm. CCCC faculty, administration, and staff invited all new students and parents to attend the event. Many parents accompanied their students. Over 200 students responded for the event and over 100 parents and/or guests attended. The evening included an opening session with a welcome from Campus President Deborah Ikeda, interactive activities and a welcome from the CCCC Student Government. Students had the opportunity to select from the following workshops: Tips for Success—Hear It Straight from a Clovis Instructor, Deciding on a Major, WebAdvisor/Student Email/Blackboard, Relieve College/Life Stress, and Campus Tours.

The College Relations Specialist offered a separate parent session simultaneously in the computer lab located in building AC1. The session included best practices for supporting students in college and financial aid information. Associated Student Government representatives gave parents and guests a tour of the campus. Following the workshops, outreach staff invited students to participate in the Resource Fair represented by numerous student programs and campus services. Students visited the tables, obtained information, and entered in a drawing to win an i-Pod shuffle.

As a result of the success in Fall 2013, CCCC expanded the CCCC 411 in Fall 2014 to an all-day event and offered it on multiple days. The following chart shows the data on student and parent participation:

	August 4, 2014	August 6, 2014	August 9, 2014	Subtotal
<b>Students RSVP</b>	<b>127</b>	<b>125</b>	<b>119</b>	<b>371</b>
<b>Students Check-in</b>	<b>104</b>	<b>103</b>	<b>84</b>	<b>291</b>
<b>Parent Orientation Am</b>	<b>16</b>	<b>10</b>	<b>11</b>	<b>37</b>
<b>Parent Orientation PM</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>6</b>
<b>Total Parents</b>	<b>16</b>	<b>12</b>	<b>15</b>	<b>43</b>
<b>Financial Aid</b>	<b>28</b>	<b>12</b>	<b>15</b>	<b>55</b>

[Evidence: IIB.248, IIB.249, IIB.250, IIB.251, IIB.252, IIB.253, IIB.254, IIB.255, IIB.256, IIB.257, IIB.258, IIB.259]

Clovis 411 Weekly E-Mail Notification to Students

The CCCC Dean of Students and Department Chair of Counseling provide students with information on policies, processes, and procedures via a weekly mass e-mail (Clovis 411) to all students attending our campus. [Evidence: IIB.248, IIB.249, IIB.250, IIB.251, IIB.252, IIB.253, IIB.254, IIB.255, IIB.256, IIB.257, IIB.258, IIB.259, IIB.260]

### First Week of Class Presentations

In an effort to connect with students during the first two weeks of the Spring 2014 semester, counselors conducted brief in-class presentations. Counselors sent an e-mail to all faculty in November 2013, offering the presentation as an option for both day and evening classes. Several faculty responded and counselors provided presentations throughout the second week of the spring semester to 38 classes. The presentation included critical information for all students attending CCCC. Counselors informed students of the upcoming deadline to obtain their Student Educational Plans and urged them to schedule an appointment to meet with a counselor. The presentation also included information on important deadlines such as the last day to add and drop a class. Counselors also discussed student support programs and getting involved on campus. Students had the opportunity to ask the counselor questions. The presentations provided the face-to-face connections with student services that will benefit students attending CCCC. [Evidence: IIB.265, IIB.266]

### Counselor to Class Presentations

Since Fall 2012, the Counseling Department at CCCC has offered Counselor-to-Class workshops. Each semester, the Counseling Department distributes the information to all faculty, providing an option for instructors who may need to cancel a class due to attendance at meetings, conferences, or illness. Although counselors primarily conduct the workshops as an alternative to cancelling class, many instructors are present for class and request the workshops based on the needs of their students. The workshops vary in subject from career information to transfer requirements. Each workshop includes interactive activities. Counselors encourage all students to follow up individually with a counselor to obtain a Student Education Plan. [Evidence: IIB.267, IIB.268]

### Counselors Chronicles

In Fall 2013, the Counseling Department began distributing the *Counselor Chronicles*, a monthly newsletter providing important information for all students attending CCCC. Student support services faculty and staff utilize it as a form of communication in the on-going efforts to reach students, to inform them of critical deadlines, and to encourage them to connect with academic counselors. *Counselor Chronicles* also includes information on campus support programs, student activities, and transfer deadlines. The Counseling Department distributes the newsletter throughout campus and posts it on the website. [Evidence: IIB.263, IIB.264]

### Registration Express

CCCC counselors participate in the Registration Express events at the end of each spring term. Registration express allows for students who were not able to attend the Registration to Go events at their local high school. CCCC counselors invite these students to attend the Registration Express event at any of the SCCCD campuses. [Evidence: IIB.165]

### Express Counseling

During Fall 2013, the Counseling Department set up Express Counseling for students during November. The purpose is to quickly and efficiently serve as many students as possible during peak registration times when the demand for services is great.

To that end, the Counseling Department sent students who utilized this service an e-mail shortly after the event and asked about the services they received.

The following reports their responses:

78 students replied to the e-mail (4.2 percent). The small response rate remains a concern and future administrations will address it by sending the e-mail request the day after students received the service. The survey did not request demographic data. 70 (89.7 percent) students indicated they used the service to take care of their academic questions and the following report will reflect their responses only. Sixty students (85.7 percent) commented that their academic questions were answered. In terms of strengths of the service, the most cited was “questions answered quickly” with 72.8 percent followed by “Counselors were knowledgeable about programs and services” (65.7 percent), “resources were available and/or provided” (54.3 percent), “shorter wait time” (51.4 percent), “Counselors more accessible at express table” (48.6 percent), and “referrals to appropriate services helpful” (37.1 percent). When asked if they would utilize the service again, 59 students (84.3 percent) indicated they would.

The open comments were mostly positive with 25 percent indicating they had an excellent experience and would not change anything and 41 percent saying that there should be more counselors so the wait time would decrease. A couple also indicated that the time with the counselors could be longer and that some felt that there was not enough privacy. Two of the 32 comments indicated that the student was not satisfied at all and that the counselors could have spent more time with the students.

During Spring 2014, the Counseling Department set up Express Counseling for students during January. The Institutional Researcher sent the 405 students who utilized this service an e-mail shortly thereafter and asked about the services they received. The following reports their responses:

Twenty three students answered the e-mail (5.7 percent). The survey did not request demographic data. Given this small sample, the Institutional Researcher recommended that these surveys be given in person with a collection taken daily. All of the students indicated they learned how to use the service to take care of their academic questions and 22 (95.6 percent) commented that their academic questions were answered. In terms of strengths of the service, the most cited was “questions answered quickly” with 82.6 percent followed by “shorter wait time” (78.2 percent), “Counselors were knowledgeable about programs and services” (65.2 percent), “resources were available and/or provided” (52.2 percent), “Counselors more accessible at express table” (43.5 percent), and “referrals to appropriate services helpful” (47.8 percent). Thirty-six referrals were made including 15 to Admissions, five for Counseling Workshops, two to Health Services, and two to Financial Aid. When asked if they would utilize the service again, 20 (87.1 percent) indicated they would. The biggest complaint was that there were not enough counselors and people felt rushed after having to wait. Otherwise, comments were specific to situations.

Due to the feedback the Counseling Department received in both Fall 2013 and Spring 2014 and with the increase in staffing, the Counseling Department agreed to provide drop-in counseling in the office in place of express counseling services. [Evidence: IIB.140, IIB.141, IIB.142, IIB.143, IIB.144]

#### Extreme Registration

In an effort to provide access to students prior to the beginning of the semester, CCCC offered an

extreme registration service on January 4, 2014 from 9:00-2:00. According to SARS records, the CCCC Counseling Department served 111 students. Of the 111 students, 57 students completed the extreme registration survey. Counseling faculty collected the following data:

51 students indicated “No” that they have not attended a previous extreme registration event while 6 indicated “Yes”. The majority of the students (44) chose this college because of the location, of which 26 chose it because it was affordable. 35 out of the 57 registered for courses; 16 did not; and five did not respond to this question. Students marked which services they utilized during extreme registration: 22 indicated counseling, 28 indicated registration, and 12 indicated fee payment. When asked how satisfied they were with the extreme registration services, 23 were very satisfied, 21 satisfied, and five were neither satisfied nor unsatisfied

The Counseling Department also offered Extreme Registration services in preparation for Fall 2014 on July 24<sup>th</sup>, 25<sup>th</sup>, and 26<sup>th</sup>, 2014. The Counseling Department provided students with assessment services, academic counseling, financial aid, online orientation assistance, registration, and associated student government/student activities services. According to the data received by the district office, CCCC served a total of 245 students during this time period. [Evidence: IIB.157, IIB.158, IIB.269, IIB.270, IIB.271, IIB.272]

#### Financial Aid and Scholarships

A Financial Aid Manager, in conjunction with Reedley College, directs the CCCC financial aid functions. 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 CCCC’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. CCCC also offers multiple scholarship opportunities. Additionally, Reedley College offers a separate scholarship in conjunction with the State Center Community College Foundation. Student services faculty and staff strongly encourage students attending or planning to attend CCCC to apply for both CCCC’s and Reedley College’s scholarship programs.

The Financial Aid Office encourages students to apply for financial aid and for scholarships by sending e-mails to their school e-mail address, by posting messages on plasma screens located in the lobbies of the school buildings, and by sending PowerPoint slides to faculty to display in their classrooms while students arrive in class. The office staff send reminders to apply again before the Cal Grant deadlines in March and September. Once a student has completed a FAFSA (Free Application for Federal Student Aid) application, the student receives an e-mail advising him or her of any documentation the student must provide. The e-mail also advises the student if he or she has been awarded a Board of Governor’s Fee Waiver (BOG). Students may also view missing financial aid documents on WebAdvisor. Once the student’s file is complete, the Financial Aid Office sends an e-mail to the student’s school e-mail address advising him or her to go to WebAdvisor and view or print the Award Letter and to go to the school website to view information about financial aid disbursements and Satisfactory Academic Progress. A week prior the any financial aid disbursement, the student receives another e-mail advising him or her of the date and amount of the disbursement.

The SCCC is currently researching the benefits to centralizing some financial aid functions, to include loading of ISIRs, packaging of awards, disbursement of financial funds and other back

office functions, MIS reporting, state and federal reporting. If the district takes this direction, then staffing at the colleges will be focused on in-take and advising students with all back office functions processed at a central location for all campuses. If centralization does not occur, then additional financial aid staff will be allocated to CCCC for support functions needed for full college operation. [Evidence: IIB.102, IIB.103, IIB.104, IIB.105, IIB.106, IIB.107, IIB.108, IIB.109, IIB.110, IIB.111, IIB.112, IIB.113, IIB.114, IIB.115, IIB.116, IIB.117, IIB.118, IIB.119, IIB.120, IIB.121, IIB.122, IIB.123, IIB.124, IIB.125]

#### Health Services and Mental Health Services

CCCC funds Health Services entirely out of the student health fee, and services continue to grow and expand with the growth of the new campus. The health office is located in the Academic Center 2 (AC2) building, and one registered nurse (RN), with support from one part-time secretary three days a week and one office assistant III one and a half days a week, staff it five days a week. The office is open Monday through Thursday from 8:30 a.m. to 3:30 p.m. and on Friday from 8:30 a.m. to 11:30 a.m. Services provided to students include nursing consultation for any health-related issue, first aid and emergency care, illness evaluation and referral, health promotion and outreach, tuberculosis (TB) skin testing, vision and hearing screening, blood pressure screening, blood glucose screening, height, weight, BMI, body fat and waist-height ratio screening, flu immunizations, coordination of the campus Automated External Defibrillator (AED) program, coordination of staff and student training regarding CPR, AED, Mental Health First Aid, and Suicide Prevention. The nurse is also responsible for the student insurance, student injury procedures, and coordination of claims for campus-related student injuries.

Health Services identifies the learning support needs of the general student population in regards to health issues in a variety of ways, the most extensive and comprehensive of which is through participation in the American College Health Association National College Health Survey (ACHA NCHA). CCCC first used ACHA NCHA in 2007 to assess student health needs, especially those that impacted student learning, in order to best prioritize health services activities to meet those needs. CCCC administers the survey every three years in conjunction with a consortium of California Community College Health Services Programs. CCCC last administered the ACHA NCHA survey in Spring 2013.

Data results from the ACHA NCHA provide information on the top health issues that negatively impact academic achievement in CCCC students. Using this information, the college nurse develops classroom presentations and informational brochures to increase student awareness of the importance of health and wellness in academic success and to provide students with specific information on how to prevent the health problems that they report as causing them negative academic impacts in the past year (i.e. causing them to receive a lower grade on an important exam or project, causing them to receive a lower grade in class, causing them to have to take an incomplete and/or drop a class). The nurse has been very active in providing classroom presentations to address these top health issues including stress, sleep difficulties, cold/flu, anxiety, and depression. The presentations have been well received with 91 to 97 percent of students indicating that they plan to change behavior to better support their health and academic success after hearing the presentations. Over 1,290 students heard one of the nurse's classroom presentations in the past academic year.

Data results from the ACHA NCHA, as well as input from faculty and academic counselors, clarified the need for mental health services for students on campus. As a result, CCCC began to offer student mental health services in Fall 2012. The Psychological Services office is located in Academic Center 2 (AC2) building, room 117, adjacent to the Health Services office. One full-time Post Doc psychologist, with support from the health office secretary and office assistant III, staffs the office. Services offered include individual and group psychotherapy, mental health student outreach, classroom presentations, crisis intervention, community resources, and staff/faculty consultation.

The college nurse led the formation of the CCCC Behavioral Intervention Team (BIT) in Spring 2013. The focus of BIT is to be both a crisis intervention team as well as a committee to develop proactive approaches to behavioral issues on campus, including obtaining BIT team member training as well as providing faculty and staff, training on early identification of students who may require assistance and how to connect students with assistance, developing procedures for consistent, safe, and effective handling of actual or potential crises on campus, and developing proactive intervention strategies for handling high volume and high risk issues on campus.

The BIT team membership includes the campus nurse, campus police, Post Doc Psychologist, Dean of Students, instructional faculty, counseling faculty, DSPS counselor/coordinator, student activities coordinator, and classified staff member. [Evidence: IIB.324, IIB.325, IIB.326, IIB.327, IIB.328, IIB.329, IIB.330, IIB.331, IIB.332, IIB.333, IIB.334, IIB.335, IIB.336, IIB.337]

#### Honors Program

The Honors Program challenges students with a customized curriculum and reward their efforts through priority registration, scholarships, and opportunities to apply for a transfer admission guarantee (TAG) to a University of California campus. Students who have demonstrated exceptional academic achievement in high school or at CCCC may apply to CCCC's Honors Program. They begin a two-year sequence of classes and activities that prepare them for transfer to a four-year university. Second-year honors students are eligible to apply for a CCCC Honors scholarship. During Fall 2013, 104 students participated in the CCCC Honors Program and for Fall 2014, 115 students are participating in the CCCC Honors Program. The average grade point average (GPA) for the 2013-14 academic year was 3.52. Participation in seminar cohorts allows student to build camaraderie and enhance intellectual development. Annually, students prepare and present an Oxford-style debate to campus and community. [Evidence: IIB.338, IIB.339, IIB.340, IIB.341, IIB.342, IIB.343, IIB.344, IIB.590, IIB.591]

#### Linked Learning Pathway to Baccalaureate Grant (LLPB)

The California State University (CSU) Office of the Chancellor has awarded CCCC with the Linked Learning Pathways to Baccalaureate grant (LLPB). This grant focuses on Health Science majors and their pathway to a professional career in the medical field. The counselor assigned to the grant works with and advises high school students in the Clovis Unified School District (CUSD) as well as current CCCC students who are on the pathway to a Health Science/pre-professional degree. The focus is on ensuring students have a clearly defined articulated pathway that will result in appropriate preparation for further study in the health field and if possible an Associate Degree for Transfer. In addition, some students are guaranteed admission to the recently opened California Health Science University in Clovis, CA. [Evidence: IIB.345,

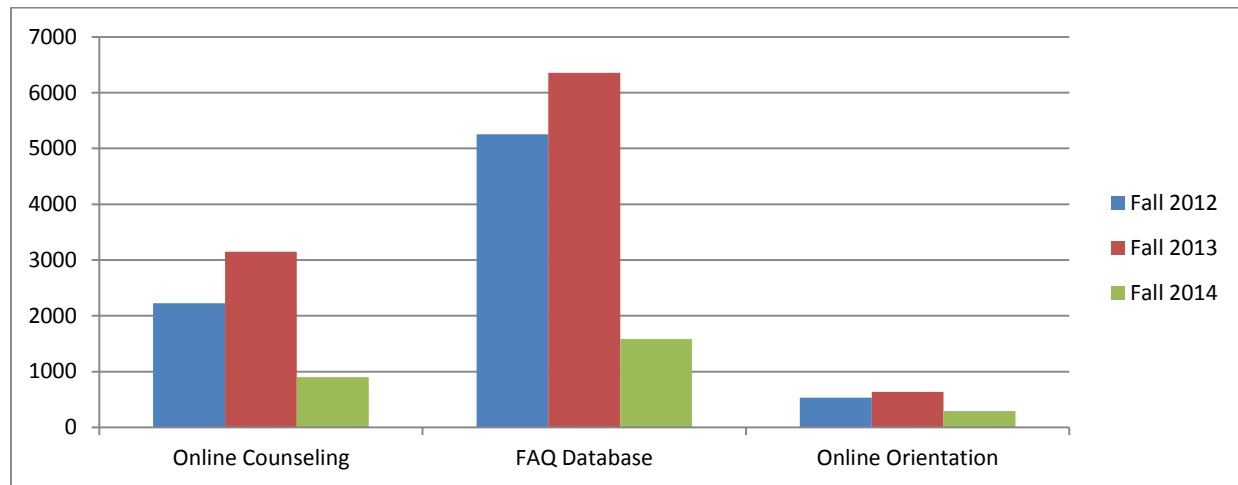
IIB.346, IIB.347, IIB.348, IIB.349, IIB.350, IIB.351, IIB.352, IIB.353, IIB.354, IIB.355, IIB.356, IIB.357, IIB.358, and IIB.359]

Online Student Services

The State Center Community College District, including CCCC, developed and implemented a variety of online educational services for students. Counselors at each campus and center in the district have collaboratively developed online educational service programs including Frequently Asked Questions (FAQs), Live Help (Online Academic Counseling), Online Probation Workshop, and Online Orientation.

District counselors are currently updating and revising the district-wide online orientation to reflect current information and to provide students with a two-part online orientation. The district will require students to complete three mandated components of the online orientation, including Getting Started, College Success, and Student Contact. The orientation gives students the option to review three additional components, including Academic Programs and Services, Student Services, and Campus Life.

All of these programs provide students with information with a district focus, regardless of where they take their classes. Also, these programs provide students and faculty with a variety of online student services to meet their needs on and off campus. CCCC continues to provide and improve the online educational services that are available to students. The data below shows the number of students who have utilized these services over the past three fall semesters.



Online Student Service	Date/Semester	Student Sessions
<b>Online Counseling – Live Help</b>		
July 1, 2012 – December 31, 2012	Fall 2012	2,228
July 1, 2013 – December 31, 2013	Fall 2013	3,151
July 1, 2014 – September 30, 2014	Fall 2014	898
<b>FAQ Database</b>		
July 1, 2012 – December 31, 2012	Fall 2012	5,253



<b>July 1, 2013 – December 31, 2013</b>	<b>Fall 2013</b>	<b>6,356</b>
<b>July 1, 2014 – September 30, 2014</b>	<b>Fall 2014</b>	<b>1,585</b>
<b>Online Orientation</b>		
<b>July 1, 2012 – December 31, 2012</b>	<b>Fall 2012</b>	<b>533</b>
<b>July 1, 2013 – December 31, 2013</b>	<b>Fall 2013</b>	<b>635</b>
<b>July 1, 2014 – September 30, 2014</b>	<b>Fall 2014</b>	<b>293</b>

Student support services faculty and staff have also developed Blackboard and Facebook sites to provide students with up-to-date information regarding the transfer process.

District health and psychological services programs offer all students within the district free access to an online health magazine called *Student Health 101*. The magazine offers information on health and mental health issues specific to the college student population and geared toward supporting student health, wellness, safety and success. The online resource also offers a self-help guide for students that list common illnesses and injuries, how to care for them at home, and when to seek medical attention. A multidisciplinary medical panel and a panel of college students review all *Student Health 101* materials to ensure that the information is accurate and applicable to the population. Links to the online magazine are on the websites under Health Services and Psychological Services and are also advertised to students via various informational e-mails as well as on campus via stall street journals, classroom presentations, brochures and handouts. [Evidence: IIB.1, IIB.56, IIB.57, IIB.58, IIB.59, IIB.60, IIB.61, IIB.62, IIB.63, IIB.64, IIB.65, IIB.66, IIB.67, IIB.68, IIB.69, IIB.70, IIB.71, IIB.72, IIB.73, IIB.74, IIB.75, IIB.101, IIB.129, IIB.184, IIB.235, IIB.297, IIB.360, IIB.362, IIB.474, IIB.521, IIB.522, IIB.523, IIB.524, IIB.525, IIB.526, IIB.562, IIB.563, IIB.564]

#### Student Activities - Associated Student Government (ASG)

Six elected officers and a body of student senators comprise the Associated Student Government (ASG). A constitution and by-laws govern the ASG, and Student Senate Advisors (ASG Advisors) guide them. Many of the elected officers are enrolled in Leadership Development (COUN 263) taught by an ASG Advisor. ASG holds a weekly general meeting in which elected ASG officers meet to discuss issues pertinent to student directed events and campus-wide committee reports. Student club representatives meet with an ASG representative weekly in a separate meeting to discuss events and issues. The Associated Student Government works in conjunction with the Student Activities Office to coordinate student directed extra-curricular activities at CCCC. ASG finances these activities primarily from the student body card sales, lottery funds, and fundraisers throughout the year. Some of the annual activities include Club Rush, Student Body Elections, Fall Harvest Festival, Kids Day newspaper sales (*Fresno Bee* newspaper sales to support Valley Children’s Hospital), and the Rocktoberfest event. There are various other activities held monthly through the academic year. Students are able to enjoy a wide variety of clubs including scholastic, social, athletic, and honors groups. Information about the various clubs is readily available upon request from the Student Activities Office, or by accessing the Student Life page on [www.cloviscenter.com](http://www.cloviscenter.com). [Evidence: IIB.363, IIB.364, IIB.365, IIB.366, IIB.367, IIB.368, IIB.369, IIB.370, IIB.371, IIB.372, IIB.373, IIB.374, IIB.375, IIB.376, IIB.377, IIB.378, IIB.379, IIB.380, IIB.381, IIB.382, IIB.383, IIB.384, IIB.385, IIB.386, IIB.387, IIB.388, IIB.389, IIB.390, IIB.391, IIB.392, IIB.393, IIB.394, IIB.395,

IIB.396, IIB.397, IIB.398, IIB.399, IIB.400, IIB.401, IIB.402, IIB.403, IIB.404, IIB.405, IIB.406, IIB.407, IIB.408, IIB.409, IIB.410, IIB.411, IIB.412, IIB.413, IIB.414, IIB.415, IIB.416, IIB.417, IIB.418, IIB.419, IIB.420, IIB.421, IIB.422, IIB.423, IIB.424, IIB.425, IIB.426, IIB.427, IIB.428, IIB.429, IIB.430, IIB.431, IIB.432, IIB.433, IIB.434, IIB.435, IIB.436, IIB.437, IIB.438, IIB.439, IIB.440, IIB.441, IIB.442, IIB.443, IIB.444, IIB.445, IIB.446, IIB.447, IIB.448, IIB.449, IIB.450, IIB.451, IIB.452, IIB.453, IIB.454, IIB.455, IIB.456, IIB.457, IIB.458, IIB.459, IIB.460, IIB.461, IIB.462, IIB.463, IIB.464, IIB.465, IIB.466, IIB.467, IIB.468, IIB.469, IIB.470, IIB.471, IIB.472, IIB.473, IIB.529, IIB.530]

### Transfer Center Services

CCCC's transfer services provide a variety of resources and services to help students transfer to other colleges and universities for completion of their educational goals. These resources include major sheets, transfer counseling, articulation agreements, university/college representatives on campus, college catalogs, field trips, college social media tools, and transfer admission guarantees to several University of California campuses. CCCC counselors have developed a Blackboard site providing detailed transfer information for students. Counselors have also established a CCCC Transfer Center Facebook page, which they update weekly with pertinent transfer information. Counselors also provide students with transfer application workshops and individual assistance with the completion of their California State University (CSU) and/or University of California (UC) admissions application and their Transfer Admission Guarantee (TAG) application.

In an effort to comply with Senate Bill 1440, CCCC has also developed several Associate Degrees for Transfer (ADT), including Administration of Justice, Business Administration, Communication Studies, Early Childhood Education, English, History (Pending Approval), Journalism (Pending Approval), Kinesiology, Mathematics, Physics, Psychology, Sociology, and Studio Arts (Pending Approval). [Evidence: IIB.593, IIB.594]

Furthermore, CCCC has recently hired a part-time counselor to coordinate CCCC's articulation function and also ensure that all of CCCC's courses are CID approved. [Evidence: IIB.474, IIB.475, IIB.476, IIB.477, IIB. 478, IIB.479, IIB.480]

### TRIO

CCCC offers two TRIO programs that serve first generation, low income students, and/or students with disabilities: the Science, Technology, Engineering, and Math (STEM) program and the Student Support Services (SSS) program. The STEM Program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their post-secondary education. In addition, the program mentors and assists students to successfully transfer to the University of California (UC) and California State University (CSU) into STEM majors. The SSS Program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their post-secondary education. The U.S. Department of Education fully funds SSS/STEM grants. [Evidence: IIB.481, IIB.482, IIB.483, IIB.484]

### Tutorial Services

The CCCC Tutorial Center provides students with one-on-one and small group tutoring in a variety of subjects in order to facilitate improved subject understanding; writing, reading, and

study skills; and test preparation. Students may make appointments and seek services on a drop-in basis. In addition to free services, students may enroll in English 272: Assistance in College Writing, a half-unit lab-style class designed to help students become stronger writers and readers. Students may also take a learning style assessment and create a study plan with a tutor, or they may attend on-demand workshops about a variety of academic concepts and student success skills. Both faculty coordinators and peer tutors assist students.

The results of the 2014 CCSSE survey confirm the administration, faculty, and staff's belief that tutorial services are essential for supporting student learning and success: 72 percent of students at CCCC consider "peer or other tutoring" to be "somewhat" or "very" important, and 72.8 percent consider "Skills labs (writing, math, etc.)" to be "somewhat" or "very" important. The Tutorial Center researches the efficacy of services by tracking students' and tutors' hours through the SARS Trak and Tutor Trac systems; the Institutional Researcher uses that data to analyze the correlation between students' use of tutorial services and student success, retention, and persistence rates. Furthermore, the Tutorial Center uses exit surveys to gauge students' perceptions and feedback about their experiences and to improve services. [Evidence: IIB.137, IIB.138, IIB.139, IIB.485, IIB.486, IIB.487, IIB.488, IIB.489, IIB.490, IIB.491, IIB.492, IIB.493, IIB.494, IIB.495, IIB.496, IIB.497, IIB.498, IIB.499, IIB.500, IIB.501, IIB.502, IIB.503, IIB.504, IIB.505, IIB.506, IIB.507, IIB.508, IIB.509, IIB.510, IIB.511, IIB.512, IIB.513, IIB.514, IIB.515, IIB.516, IIB.517, IIB.518, IIB.519, IIB.520]

### Veterans

CCCC has designated counseling services to serve the needs of veteran students. There is constant communication between CCCC and Reedley College's Veterans/Financial Aid Office. The official Veteran Benefit Certifier is located in the Financial Aid office at Reedley College. CCCC staff/faculty will add this function once the Center attains college status. CCCC academic counselors provide veterans with the necessary services to achieve their educational goals, including academic and personal counseling, developing veterans' student educational plan, providing appropriate veteran chapter application forms, and working as the liaison between CCCC and Reedley College. The Dean of Students also encourages counselors to attend local veteran trainings and workshops, such as the Welcome Home Training, "At Ease" Training, and the 2013 Veterans Summit, and attendees learn and share best practices for serving those who have served our country. Additionally, the CCCC Veterans Counselor is currently the Region V Veterans representative. As a result of the Reedley College Veterans Advisory Committee, Reedley College's website provides a link to all SCCCD students with information regarding Veterans Benefits and Services.

Counselors are currently working closely with veteran resource agencies to bring more services on to campus. During Fall 2013, over twenty outside veteran's agencies and organizations attended the Veteran's Fair on campus. On November 6, 2013, the Department of Veterans Affairs, Disabled American Veterans, and a local Veteran's Employment Representative attended a mini-resource fair at CCCC. In addition, CCCC worked with the Employment Development Department to hold a Veteran's Workshop in June 2014 and a Veterans Job Preparation Academy in October 2014. The CCCC Veteran Center has implemented a Mobile Veteran Bus unit that travels to college campuses and community agencies providing personal counseling and support for veterans. Student services continues to work with the Veteran Center to set up a schedule to provide these services to CCCC students on a consistent basis. In an effort

to reach out to more veteran students and to provide information on the resources available to them, CCCC coordinated a Veteran Resource Day with representatives from Cal Vet (California Department of Veterans Affairs), State of California Department of Rehabilitation, Fresno County Veterans Service Office, and University of Phoenix.

Additionally, the Student Center established a designated area for veterans in AC1-160. This Veterans Resource Center offers a multitude of resources, contact information for veterans, as well as a computer and printer dedicated to their needs. During the 2012 academic year, CCCC documented 145 veteran student contacts, and for Fall 2013, 98 student contacts. As CCCC transitions to Clovis Community College, the Counseling Department plans to continue to provide veteran services and increase support, both academically and personally, to veteran students, relying on data provided by CCCC's Institutional Researcher on demographics, retention, and degree completion.

One of the full-time academic counselors at CCCC currently provides veteran services. The Veterans Counselor at CCCC sets aside designated times for veteran students to make appointments to discuss educational planning, declaring a major, updating their Student Education Plan (SEP), and career information. The Veterans Counselor also provides follow-up for students who instructors have flagged for Early Alert intervention. Also, CCCC works closely with Reedley College in verifying Financial Aid information or questions regarding veterans benefits. As CCCC become an independently accredited college, it will establish a veteran advisory committee and identify a veteran certifier.

The services and activities mentioned above demonstrate CCCC's commitment to implementing the *8 Keys to Success* for veterans: 1) Create a culture of trust and connectedness across the campus community to promote well-being and success for veterans; 2) Ensure consistent and sustained support from campus leadership; 3) Implement an early alert system to ensure all veterans receive academic, career, and financial aid advice before challenges become overwhelming; 4) Coordinate and centralize campus efforts for all veterans, together with the creation of a designated space (even if limited in size); 5) Collaborate with local communities and organizations, including government agencies, to align and coordinate various services for veterans; 6) Utilize a uniform set of data tools to collect and track information on veterans, including demographics, retention, and degree completion; 7) Provide comprehensive professional development for faculty and staff on issues and challenges unique to veterans; 8) Develop systems that ensure sustainability of effective practices for veterans. [Evidence: IIB.467, IIB.468, IIB.469, IIB.470, IIB.471, IIB.472, IIB.473, IIB.522, IIB.533, IIB.553, IIB.554]

### **Self-Evaluation**

CCCC meets this standard. CCCC provides the appropriate support services for students that include various processes conducive to creating and enhancing a supportive learning environment. Through campus-wide discussion and planning with administration, instruction, and student services departments, CCCC provides a large array of comprehensive support services for students. In order to meet the diverse needs of its student population, CCCC student services staff have designed an open access policy to effectively matriculate students for a successful college experience. CCCC identifies student learning needs and provides appropriate programs and services that support student learning, student persistence, and promote student success. [Evidence: IIB.44, IIB.47, IIB.50, IIB.51, IIB.52, IIB.53, IIB.54, IIB.55, IIB.63, IIB.64,

IIB.65, IIB.66, IIB.67, IIB.69, IIB.77, IIB.127, IIB.140, IIB.141, IIB.142, IIB.143, IIB.144, IIB.145, IIB.288, IIB.289, IIB.290, IIB.291, IIB.292]

The CCCC Student Success Plan guides students through the appropriate steps to ensure a successful transition into the college campus community. Key components to this process include assistance with the application process, assessment for English and math skills, counseling and advising, providing financial aid information, development of student education plans, academic monitoring, and follow-up. [Evidence: IIB.90, IIB.552]

The results of the CCCC 2013 Accreditation Survey, which resulted in 103 faculty and staff responses, showed that 94 percent of the CCCC faculty and staff strongly agree and/or agree that they are satisfied with the Student Support Services department's efforts to address the needs of basic skills students. [Evidence: IIB.146 q. 18]

Additionally, the Accreditation Survey showed that 70 percent of the faculty and staff who participated strongly agree and/or agree that the Early Alert referral categories on WebAdvisor provide sufficient options to assess the student performance concerns. Twenty percent (20.7 percent) had no opinion or felt that this did not apply. [Evidence: IIB.146 q. 21]

The results of this survey also showed that 96 percent of the CCCC faculty and staff strongly agree and/or agree that the academic counseling services provided at CCCC are helpful to students' overall success. [Evidence: IIB.146 q. 19]

### **Actionable Improvement Plans**

Increase career counseling services and interest inventory.

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

#### **Descriptive Summary**

CCCC provides equitable access to all of its students regardless of service location or delivery method. The Center provides student support services throughout the day, during selective evening hours, and on Saturdays during peak registration periods. There are several delivery methods for students to access services which include face-to-face, online, and web-based media.

CCCC identifies educational support services for its students through extensive dialogue with all student services personnel and provides a variety of activities including outreach activities such as presentations to high school seniors, assistance with admissions applications, individual and group counseling, and financial aid presentations and workshops. Technology is at the forefront and plays a major role in providing access to information regarding CCCC to students via the website regardless of where students reside or which campus they attend. CCCC utilizes WebAdvisor as a means to provide online accessibility to students. The system can assist students in completing various processes that include but are not limited to enrolling for courses, reviewing academic transcripts, degree audit, adding or dropping courses, and/or updating student information. Additionally, the SCCCD utilizes the Datatel student information system to

access student information and academic records across the district. Contact reporting screens allow for district-wide communication for student services personnel. Student services is currently utilizing the Scheduling and Reporting System (SARS) program to schedule student appointments that includes a tracking and reporting system. Other media for accessibility include online orientation, online counseling (Live Help), Frequently Asked Questions (FAQs) database, an online college application known as the California Community Colleges (CCC) Apply, online probation workshop, transfer and career services, veteran services, online counseling forms, an Early Alert system for students having difficulty in the classroom, and access to various online forms that assist students with college-related processes. The Counseling Department currently provides comprehensive face-to-face and interactive online counseling services for students. Financial aid also provides services in person and online. Examples include online Free Application for Federal Student Aid (FAFSA) application and utilizing WebAdvisor to inform students of needed documents and award status. The CCC website and Facebook pages provide students with a variety of online resources, announcements and tools to assist in the matriculation/student success and support program process. Many of these services have evaluation surveys that allow for student feedback and satisfaction ratings. The following includes details on each service that provide a means to equitable access of reliable and appropriate services for students regardless of location.

### Admissions

Students have access to applying online for admissions through [www.cloviscenter.com](http://www.cloviscenter.com). Once they apply online, the district's centralized Admissions and Records sends students a confirmation of their application as well as their student identification number. [Evidence: IIB.50, IIB.126]

### Orientation

As of Fall 2013, the district admissions policy requires that all new students complete the district-wide online orientation designed by the counseling team. The district campuses contracted with Cynosure to assist in the development of a new interactive online orientation. The purpose of the SCCC Online Orientation is to provide first-time college students with a comprehensive introduction to the district's policies, procedures, programs, and services.

The orientation is an interactive presentation that includes a Knowledge Gap Assessment Pre Survey; Getting Started, Academic Services, Student Services, College Success, Campus Life, and Student Conduct segments; embedded quiz questions (Checks on Learning); a Knowledge Gap Assessment Post Survey; and a student satisfaction survey.

Counselors and Cynosure representatives have recently revised the SCCC Online Orientation for Fall 2014 to update campus information, include Title 5 requirements for orientation, and divide the orientation into two parts. Part one includes the three mandated components: Getting Started, College Success, and Student Conduct. Part two includes the three optional components: Academic Services, Student Services, and Campus Life. Students will also receive a personalized e-mail confirmation upon completing the online orientation. [Evidence: IIB.56, IIB.57, IIB.59, IIB.60, IIB.63, IIB.64, IIB.65, IIB.525]

### Assessment

The Center currently provides students with a reading, writing, and math placement assessment through Accuplacer. CCCC has implemented the Computerized Placement Test (CPT) for on-campus students and local high school students attending CCCC's feeder high schools. CCCC also ensures that the state Chancellor's office approves CCCC's assessments. Disabled Students Programs and Services (DSPS) provides test accommodations to students with verified disabilities for the college placement test. Some of the accommodations include extra time, enlarged font, and reader service. DSPS bases accommodations upon the limitations imposed by the disability. [Evidence: IIB.79, IIB.84, IIB.85, IIB.135]

### Counseling

Live Help - Online academic counseling sessions provide synchronous academic assistance for students unable to come on campus for academic counseling services. This service is available throughout the district during designated days and times. At CCCC, Live Help is currently available on Wednesdays from 1:00-4:00 p.m. and Thursdays from 1:00-3:00 p.m. and 6:00-8:00 p.m., providing students with seven hours per week on online academic counseling services. All sessions are live and recorded. Each student evaluates the Live Help system on a five-point rating scale and also allows for the student to type in user comments. The data collected so far (both from user comments and on a five-point rating scale) indicate that students are very satisfied with the online services.

Frequently Asked Questions - The FAQ service is available 24 hours a day, seven days a week. Students can search the FAQ database for common questions and answers. The FAQ system has a rating system and evaluation component.

Counseling Forms – Counseling has a Blackboard site that provides counselors access to forms utilized when counseling students. This has proven to be effective for counselors who work at multiple campus sites. Blackboard allows for tracking the number of users who access the site.

The CCCC Counseling Department has developed Facebook pages, Blackboard organizations, a weekly e-mail called Clovis 411, and a new counselor newsletter called *Counselor Chronicles*. All these resources provide students with important updates and information regarding the college's policies and procedures in an electronic or online format, as well as in hard copy in the Counseling Department office. [Evidence: IIB.297]

### Career Services

The Counseling Department has developed a Blackboard site that provides students with career information online. This site includes information on career planning, interest inventories, tips for interviewing, resume writing, and a variety of other links to guide students along their career path. Blackboard allows for tracking the number of users who access the site. [Evidence: IIB.474]

### Student Education Plans

Currently, counselors are developing Student Educational Plans (SEPs) manually with the use of a Student Educational Planning Form. Counselors have recently developed a new form called the Abbreviated Student Educational Plan (SEPA). Counselors will use this form across the district

to develop a one- to two-semester student educational plan. The district matriculation workgroup is working with counselors to establish a process to scan all SEPs and make them available on the Hershey document imaging system. Also, counselors are currently researching online student educational planning programs. It is the Counseling Department's goal to provide students with electronic access to their student education plan by implementing the new statewide system that Butte College is developing. [Evidence: IIB.1, IIB.2, IIB.3, IIB.4]

### Financial Aid

Students can access a variety of financial aid forms online. Students can apply for financial aid via the FAFSA.gov website, sign their promissory notes for student loans online, renew their student loan online, and access a scholarship application electronically. Students can also go to mywebgrants.org to view and update their Cal Grant eligibility. At csac.ca.gov, they can apply for the Chaffee Grant for Foster Youth (an additional \$5,000 per year). Additionally, counselors provide students with an online workshop on how to complete the FAFSA on the Web. They can also apply for the Board of Governors Fee Waiver through www.cccapply.org or any of the district websites including [www.cloviscenter.com](http://www.cloviscenter.com). [Evidence; IIB.105, IIB.109]

### Registration

Datatel is the student information system that SCCCD uses to track all student records. The Datatel system has a registration module, accessed by faculty and staff to register students in person and an online registration module (WebAdvisor) which students can access directly.

WebAdvisor provides online accessibility to students throughout the district and addresses various student needs. Services available through WebAdvisor include graduation applications, unofficial transcript review, adding/dropping classes, degree evaluation, searches for open/closed sections, identifying student identification number, updating address, registering for classes, financial aid status, academic standing, assessment/placement test results, and online payments. [Evidence: IIB.159, IIB.182, IIB.183, IIB.184]

### Probation Workshop

The new and improved SCCCD Online Probation Workshop (OPW) was a collaborative effort of a district-wide probation team. Student services contracted with Cynosure to develop the OPW workshop in 2013. The purpose of the OPW is to provide students on Level 1 probation (academic or progress) with information about probation and tools to assist them in being successful in college and also clear them to register.

The OPW includes the following: an English or accessible version, the option to view the workshop as a student (sign on) or as a guest, selection of home campus in the district, Knowledge Gap Assessments (pre and post survey), embedded quiz questions, a student satisfaction survey, a confirmation e-mail to both student and counselor(s), and two parts: Probation Overview and College Success Tutorials.

First part of the workshop, the Probation Overview, includes the answers to common questions in five segments: What is probation? How did I end up on probation? What's GPA got to do with it? What services exist to help me? What can I do to help myself? The second part of the workshop, College Success Tutorials, include short presentations on active listening, note taking, and reading to answer questions.



Additional features include an interactive orientation and resources for all students; the ability to go back or move forward by clicking next; audio, video, and text narrative; links to detailed information; and a data collection and reporting tool.

The survey asked students about their levels of satisfaction with the various components of the workshop. In general, they were very positive, and in several cases, there were no neutral or negative notations.

The OPW is broken into two parts and for each of these parts, the survey then asked students to indicate the usefulness of each segment. In part one, all students found the all segments useful to some degree. No one indicated the segments as not at all useful. [Evidence: IIB.69 IIB.71, IIB.72, IIB.131, IIB.132, IIB.361, IIB.362]

#### SARS (Scheduling and Reporting System)

CCCC has implemented several of the components of the SARS (Scheduling and Reporting System) software, including SARS Call (a student phone messaging system), SARS Grid (an appointment scheduling and reporting system), SARS Alert (an early alert referral system), eSARS (an online student appointment system), and SARS Trak (a student self-serve check in/check out system).

The Counseling Department is currently looking into the SARS Messaging product, an automated messaging system. It is used to send appointment reminders, announcements, registration notices, and other types of messages by creating automated batches of e-mails, text messages, or both, depending on the System License that the Center purchases. The e-mail option can send an unlimited number of e-mail messages. The text option can send up to 80 text messages per minute depending upon the hardware configuration. [Evidence: IIB.73, IIB.74, IIB.75]

#### Early Alert/SARS Alert

CCCC has implemented the SARS Alert system. The SARS Alert model identifies students who are having difficulty in the classroom. This online tool allows instructors and counselors to work together in assisting students and providing them with the appropriate intervention and services as needed. SARS Alert has a reporting tool to allow access to data on referred students through this process and to track their progress. [Evidence: IIB.77, IIB.78]

#### Health Services and Mental Health Services

Currently all online students are able to contact the nurse via e-mail in order to ask questions and/or obtain health information or referral for Mental Health Services as needed. In addition, Health Services has identified free on-line reputable college student health and mental health resources and linked them to the health and mental health web pages for easy student access. These websites provide advice, self-help information, and information on how students can obtain assistance from campus and community mental health resources. Health Services also offers all CCCC students a free subscription to an online student health magazine called *Student Health 101*. This online resource provides students with well-researched and medically-reviewed information on health topics specific to the college student population. The magazine includes a self-care guide that allows students to get accurate advice on how to care for various illnesses, injuries, and other conditions and on when they should seek professional care.

### Online Courses

CCCC provides students with a variety of online courses to meet their Associate Degree and/or transfer educational requirements. A list of online courses offered throughout the district is available on WebAdvisor. CCCC is also in the process of gaining access to the California Virtual Campus (CVC) website to add its online courses to the database. The CCCC Distance Education Technology Advisory Committee has discussed the development of an online resource plan for students enrolling in online courses. The plan would include current online resources available to students and tips for success as an online student. [Evidence: IIB.524]

### Transfer Services

The Counseling Department has developed a Blackboard site that provides students with transfer information online. This site includes information on California State University (CSU), University of California (UC) and private university admissions, Transfer Admission Guarantees (TAGs), online admission application workshops, Transfer Associate Degree programs, and a variety of other links to guide students along their transfer path, including [www.assist.org](http://www.assist.org), UC Transfer Admission Planner (TAP), and SCCC Online Counseling services (Live Help). Blackboard allows for tracking the number of users who access the site. [Evidence IIB.474, IIB.477]

### Veterans Resources

The CCCC has updated its website to provide veterans with the resources necessary to begin the process to receive their benefits. The CCCC has developed a Veterans Forms page for counselors to provide students with the appropriate chapter packet to begin the process, which students and counselors can find at [www.cloviscenter.com](http://www.cloviscenter.com) on Blackboard. [Evidence: IIB.521, IIB.522]

### Website

The CCCC website provides students with a variety of online resources, announcements, and tools to assist in the matriculation and student success process at [www.cloviscenter.com](http://www.cloviscenter.com). [Evidence: IIB.523, IIB.526]

### **Self-Evaluation**

CCCC meets this standard. CCCC provides students with a variety of online student services to meet their needs on and off campus. Regardless of location, students have access to student support services.

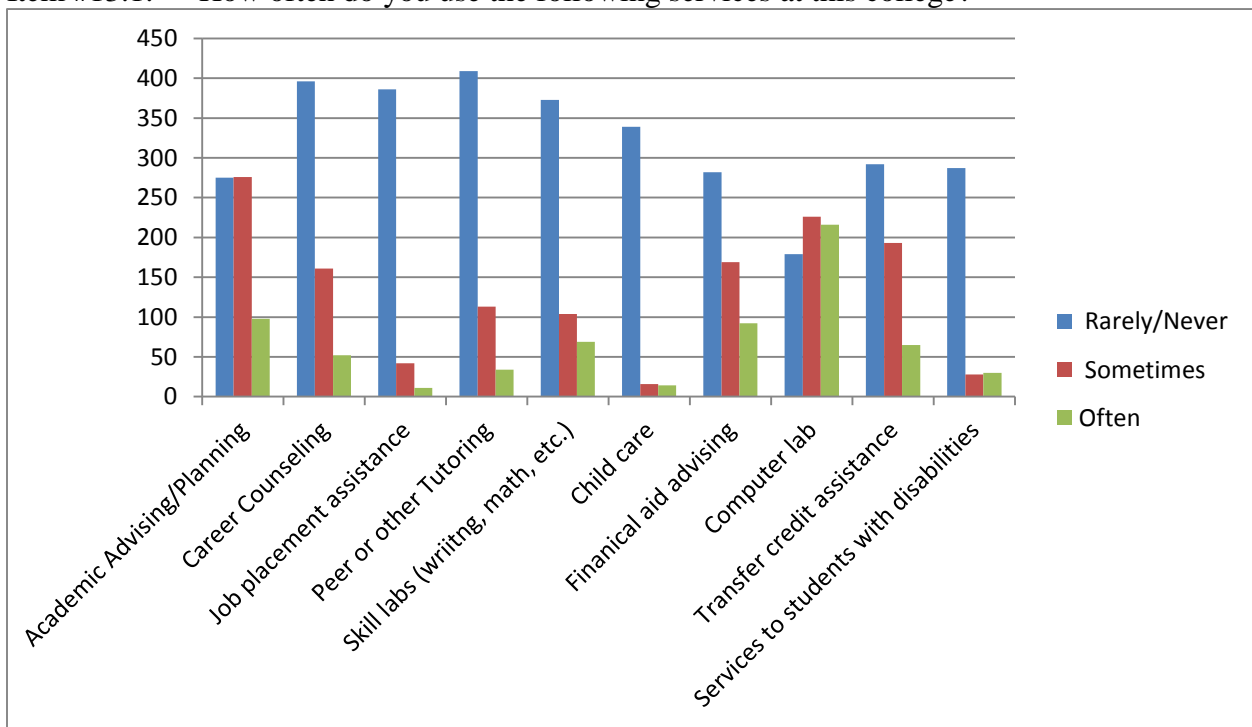
The results of the 2013 Accreditation Survey showed that 96 percent of CCCC faculty and staff strongly agree and/or agree that student support services at the Center assure equitable access to all students by providing appropriate, comprehensive, and reliable services. [Evidence IIB.146 q. 23]

Additionally, the survey results showed that 91 percent of the faculty and staff indicated strongly agree and/or agree that faculty and staff inform students of the services and resources available to in the Student Services Department. [Evidence: IIB.146 q. 22]

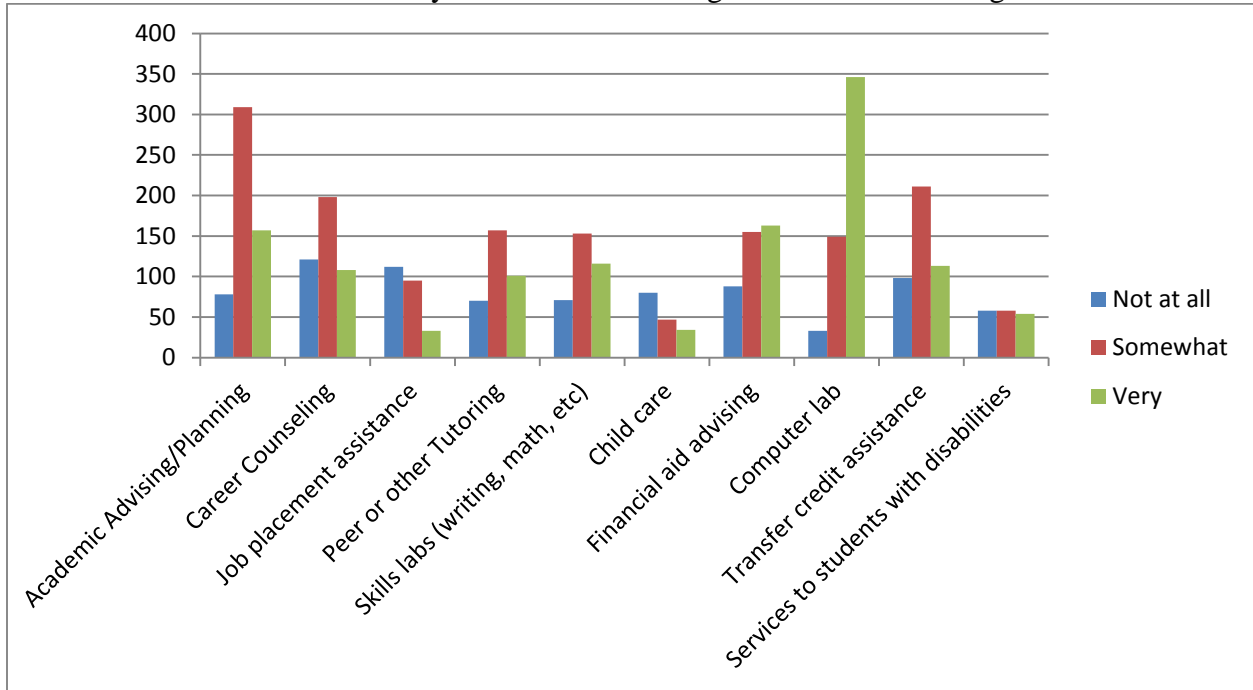
There is a wide body of evidence among the four-year institutions that confirm the connection between student engagement and student success. According to the Center for Community College Student Engagement, learning, persistence, and attainment in college are associated with college faculty and staff, other students, and with the subject matter they are studying. Specifically focusing on community colleges, the Center has been collecting and analyzing this relationship of engagement using the Community College Survey of Student Engagement (CCSSE) for over ten years and has facilitated its administration to nearly 900 community colleges and two million students. Using five benchmark factors, the participating schools are able to gather information with respect to what they are doing well and where gaps might be for themselves as well as comparable institutions. Questions are specifically aligned to the WASC Accreditation Standards and to date 34 California community colleges are engaging with the CCSSE. Clovis Community College Center, along with the State Center Community College District, is committed to administering the CCSSE every other year (with CCCC's first administration in 2012).

The following items from the CCSSE provide data on CCCC students and their response to the questions on the survey:

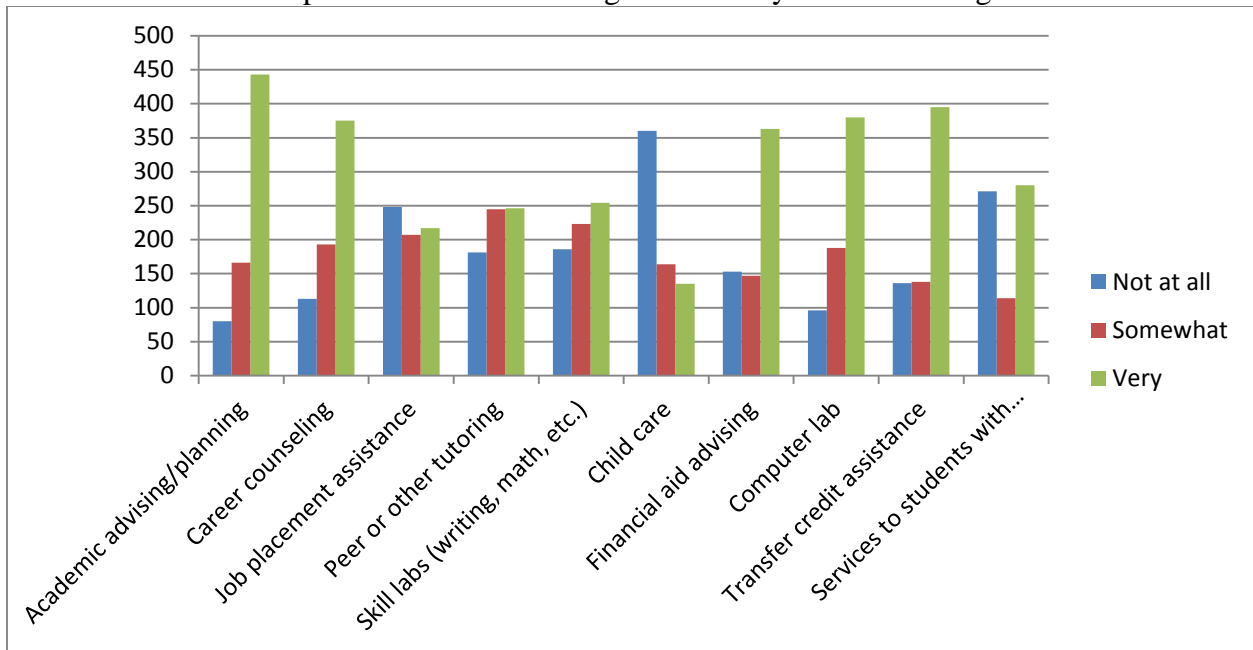
Item #13.1: How often do you use the following services at this college?



Item #13.2: How satisfied are you with the following services at this college?



Item #13.3: How important are the following services to you at this college?



[Evidence: IIB.52, IIB.53, IIB.54]

Student Satisfaction Survey(s)

CCCC has developed and implemented online educational services. Counselors at each campus and center in the district have collaboratively developed three online educational services: Frequently Asked Questions (FAQs), Live Help, and Online Orientation. All three programs

provide students with information with a district focus, regardless of where they take their classes. Additionally, the online student services team worked collaboratively in the development of a district online probation workshop. [Evidence IIB.56, IIB.63, IIB.64, IIB.65]

#### Live Help Satisfaction Data

In reviewing the data from January 1, 2012 to January 29, 2014, the Google analytics report shows that the Live Help program has had 7,579 visits across the district. Over the last 120 days, the Live Help Sessions have averaged a four-star rating based on a five-star scale. Also, students provided several user comments in support of the Live Help Online Counseling sessions. Here are some of these comments:

- “Very convenient, and quick responses”
- “Awesome feature, quick and easy, had my questions answered in less than 5 minutes without driving or waiting in line”
- “Very great and useful”
- “Makes things much easier will definitely use this again”
- “Every time I contact a counselor online they are so helpful and answer all my questions. Thanks.”
- “I thought it was great. It’s easy and helpful!”
- “I was just glad to talk to someone without waiting 2 hours in the counseling office. Thanks for the convenience!”

#### Probation Satisfaction Data

The new and improved OPW debuted in October 2013. At the completion of the workshop, students complete a short survey as to its effectiveness. The following reflects early responses. There were 77 students district-wide who completed the OPW during the initial two weeks of which 6.5 percent were CCCC students. Students were generally 24 years old or younger (71.1 percent), Hispanic (47.4 percent), female (57.1 percent), and full time (44.7 percent). When asked how long it took to complete the online workshop, most students answered between 30 and 90 minutes (65.8 percent). The survey asked students about their levels of satisfaction with the various components of the workshop. In general, they were very positive, and in several cases, there were no neutral or negative notations. For the 2013-2014 academic year, District Institutional Research administered a survey to all 1,695 students who completed the online probation workshop of which 10.6 percent were CCCC students. Students were generally 24 years old or younger (79.0 percent), Hispanic (50.4 percent), female (51.2 percent), and full time (52.8 percent). When asked how long it took to complete the online workshop, most students answered between 31 and 90 minutes (68.8 percent). When asked about their levels of satisfaction with the various components of the workshop, in general, the responses were very positive.

The OPW is broken into two parts, and for each of these parts in both of the surveys (October 2013 and 2013 2014), the survey asked students to indicate the usefulness of each segment. In the first part, students found the all segments useful to some degree. No one indicated the segments as not at all useful. In the second part, students expressed some disagreement about the segments’ usefulness, but, in general, they found the topics useful.

Students could comment on the workshop, and there were 20 open-ended responses. Most were just general thanks and praise of the usefulness of the workshop. Several students said they would not change anything and that the information was helpful. There were also a few comments about the timer. Primary comments about the timer indicated it was too long to wait between segments and that it was frustrating (four times). One comment suggested that instead of having to “start over” if they missed a question, that the student be re-directed to the previous information so they may revisit and answer again. [Evidence: IIB.72]

#### Financial Aid Student Satisfaction Survey

Reedley College’s Financial Aid Office conducted a computerized student survey to collect student opinions about various financial aid issues. Overall, the responses were positive about the quality of service received. The survey did not ask the location of the Financial Aid Office that the student contacted, so the results were not as valuable to individual campuses as they could have been. On our next survey, the Institutional Researcher will list the Financial Aid Offices and have students identify the location(s) where they have sought help. This will assist CCCC’s Financial Aid Office in responding to any identified problems. Also, in the next survey, the Institutional Researcher intends to ask students to volunteer their student IDs. Then we could use this information to track these students over time to assess long-term student learning outcomes.

#### Student Health Needs Assessment

The Health Services Program supports the mission of the college by utilizing a comprehensive, well-documented, national student health survey tool in order to regularly assess student health needs. Health Services staff use results from the survey to prioritize health services activities in order to address the top health issues that directly impact student academic success. Health Services incorporates issues prioritized for improvement efforts into Program Review and measures them using student learning outcomes. [Evidence: IIB.168]

In Spring 2010 and Spring 2013, CCCC was one of 14 California Community College Consortium members to participate in the American College Health Association National College Health Assessment Survey (ACHA NCHA). This survey effort included five supplemental survey questions specific to California community colleges which included student awareness of the campus student health center. This combined effort became the largest study of the health status of community college students ever completed in the USA. This combined California Community Colleges health data allow specific campuses to compare results against aggregated data to better assess the unique health needs of their students.

Department survey results as well as the campus-wide student satisfaction survey results show high student satisfaction with Health Services and Mental Health Services Health Services. The Institutional Researcher and department staff have revised these surveys year in order to capture more useful data for improvement efforts; however, satisfaction results remain very high. Students did make suggestions for expanding specific services which current lack of space does not allow; however, the department is establishing ties with community Family PACT providers established for more efficient referrals for these types of services. Survey results indicate strong agreement that services received in the Health Office support students in achieving academic goals. Results indicate that many students are not aware of health services on campus and the

nurse is addressing this issue through aggressive outreach via participation in new student orientation activities, classroom presentations, and Clovis 411 e-mails to all students.

Below is data representing the average number of visits to Health Services and Mental Health Services for both the 2012-2013 and 2013-2014 academic years.

Clinical Visits by Month														
Health Services														
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total	Av. # Visits per Client
2013-2014	0	175	201	333	57	22	185	226	88	48	43	28	1406	1.87
2012-2013	31	188	166	103	58	27	139	115	63	29	25	0	944	2.81

Mental Health Services														
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total	Av. # Visits per Client
2013-2014	0	10	32	54	53	21	18	42	53	49	32	11	375	5.07
2012-2013	0	0	0	0	0	0	0	0	0	0	0	0	0	NA

[Evidence: IIB.327, IIB.328, IIB.329]

### Actionable Improvement Plans

To improve access and delivery of placement services, the Center will assist in planning and implementation of a common assessment tool as part of the state-wide Common Assessment Initiative.

**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

### Descriptive Summary

In an effort to provide additional information on specific programs and services that contribute to the CCCC positive learning environment, this section provides details on the following programs: Associated Student Government, learning communities, Student Activities, student clubs, transfer activities, Honors Program, and Tutorial Center activities and publications.

#### Associated Student Government

The Associated Student Government (ASG) at CCCC provides representation for the student population. The ASG Senate and Executive Board, comprised of members elected by the student body, is responsible for serving on campus-wide committees, representing the student population in the shared governance of developing college policies, and managing the ASG budget. The ASG sponsors a variety of programs and events for students, which include multi-cultural events (performances, speaker forums, and films) and personal awareness activities (depression and STD awareness). A schedule of activities is accessible at [www.cloviscenter.com](http://www.cloviscenter.com). Also, in order to promote student leadership, the Counseling Department offers a course, Counseling 263: Leadership and Development. The Counseling Department has also collaborated with ASG to

promote the Student Educational Planning (SEP) Campaign. The Associated Student Government also participates in shared governance and student advocacy at the state level. On May 9<sup>th</sup>, 2014, CCCC hosted a regional meeting of the Student Senate for California Community Colleges. Likewise, Governor Brown appointed CCCC's 2014-2015 Associated Student Government President Colin Van Loon to the California Community College's Board of Governors as the student representative. He currently serves in that position and participates in all Board of Governors meetings and retreats. [Evidence: IIB.393, IIB.394, IIB.395, IIB.396, IIB.397, IIB.398, IIB.399, IIB.400, IIB.401, IIB.402, IIB.403, IIB.404, IIB.405, IIB.406, IIB.407]

### Learning Communities

Learning communities, two or more classes linked together by a common theme or purpose, allow students to build connections through the curricula. Participation in learning communities allows students to build camaraderie, increase their involvement in campus activities, and enhance intellectual development.

CCCC has implemented learning communities to provide students with linked curriculum. For Summer and Fall 2015, the district has adopted a new section numbering system for learning communities to help identify which courses are tied to a learning community. The following are some examples of what CCCC has offered students:

A learning community linking English 125 (College Writing) and Information Systems 15 (Computer Concepts) emphasizing writing and technology in the workplace. A similar learning community included a 9-week English 252 (Writing Improvement), a second 9-week English 125 (College Writing Skills), and linked to a full semester Information Systems 15 (Computer Concepts) course.

The psychology and English departments developed a learning community linking Psychology 16 (Abnormal Psychology), English 126 (Reading Skills for College), and English 125 (Writing Skills for College). In English 126, students read memoirs that have mental disorders as subject matter (e.g., *The Glass Castle* by Jeannette Walls). The psychology component analyzed the symptoms, criteria, and risk factors of the disorders, as described in the memoirs, as well as those presented in a standard abnormal psychology textbook. English 125 incorporated the subject matter by having students analyzing rhetorical strategies using memoirs as examples and researching and writing about topics related to mental health. [Evidence: IIB.527, IIB.528, IIB.580, IIB.581]

### Student Activities

Student Activities sponsors multicultural activities such as Hispanic Heritage Month, African American History Month, Asian-Pacific Islander Month, Native American, and Women's History Month in a variety of formats such as cultural performances, speaker forums, and films. Associated Student Government (ASG) student clubs are open to all students providing social, intellectual, cultural, and service experiences. An active list of clubs is available in the Student Activities Office. Various academic programs also promote student involvement in the community and an awareness of public issues:



- The criminology instructor and career technical education counselor sought to improve awareness and law enforcement/public relations by organizing a criminology fair during the Spring 2013 semester; they continue to put on the fair every spring semester.
- The librarian organized Banned Book readings to highlight censorship.
- The music and art departments offer public performances and exhibits.
- ASG holds an event to give students the opportunity to register to vote during election years; voter registration cards are available in the ASG office year round.

Student Activities conducts many activities that contribute specifically to the development of a student's civic responsibility throughout the year as well as those that contribute specifically to the development of a student's intellectual, aesthetic, and personal development. For example, ASG holds an event during election years to promote voter registration; voter registration forms are available at all times in the ASG office, Admissions and Records, and as a link on the online application. [Evidence: IIB.363, IIB.364, IIB.365, IIB.366, IIB.367, IIB.368, IIB.369, IIB.370, IIB.371, IIB.372, IIB.373, IIB.374, IIB.375, IIB.376, IIB.377, IIB.378, IIB.379, IIB.380, IIB.381, IIB.382, IIB.383, IIB.384, IIB.385, IIB.386, IIB.387, IIB.388, IIB.389, IIB.390, IIB.391, IIB.392, IIB.409, IIB.421, IIB.422, IIB.423, IIB.424, IIB.425, IIB.426, IIB.427, IIB.428, IIB.429, IIB.430, IIB.431, IIB.432, IIB.433, IIB.434, IIB.435, IIB.436, IIB.437, IIB.438, IIB.439, IIB.440, IIB.441, IIB.442, IIB.443, IIB.444, IIB.445, IIB.446, IIB.447, IIB.448, IIB.449, IIB.450, IIB.451, IIB.452, IIB.453, IIB.454, IIB.455, IIB.456, IIB.457, IIB.458, IIB.459, IIB.460, IIB.461, IIB.462, IIB.463, IIB.464, IIB.465, IIB.466, IIB.467, IIB.468, IIB.469, IIB.470, IIB.471, IIB.472, IIB.473]

### Student Clubs

Student involvement in clubs provides a means for students to gain leadership skills, offers opportunities for personal development, and enriches their college lives through social, intellectual, cultural, and service experiences. Student clubs include service organizations, religious affiliations, professional interests, athletics, and other special interest clubs.

At the CCCC, many clubs are active, including Alpha Gamma Sigma, Associated Student Government (ASG), Carpe Diem Club, Collegiate Entrepreneurial Organization (CEO Club), Fellowship of Christian Athletes, Gay-Straight Alliance, Latter-day Saints Student Association (LDSSA), Pre Professional Health, Planeteers Club, and Science Club.

Several of these clubs have participated in activities that encourage personal and civic responsibility. Some examples include:

- The ASG routinely volunteers for Children's Hospital of Central California's Kid's Day Event. The ASG raises between \$700-\$1000 every year.
- Alpha Gamma Sigma (CCCC Honor's Society and Club) collects shoes, books and clothing for underprivileged children.
- The ASG participates in Toys for Tots every year.
- The Planeteers Club volunteers at several events in the community.
- The Planeteers Club also raised money to start a scholarship for \$200 that will benefit a CCCC student.

[Evidence: IIB.408, IIB.410, IIB.411, IIB.412, IIB.413, IIB.414, IIB.415, IIB.416, IIB.417, IIB.418, IIB.419, IIB.420]

### Transfer Activities

Transfer Services at CCCC provide students with the opportunity to participate in field trips to the various California State University (CSU), University of California (UC), and private four-year transfer institutions. [Evidence: IIB.474, IIB.475, IIB.476, IIB.477, IIB.478, IIB.479, IIB.480]

### Honors Program

The Center designs the Honors Program to motivate new and continuing students to excel in an intellectually stimulating environment. Specialized honors courses and scholarships ensure these students have the preparation and needed courses/requirements to transfer to a four-year school. [Evidence: IIB.338, IIB.339, IIB.340, IIB.341, IIB.342, IIB.343, IIB.344, IIB.590, IIB.591]

### Tutorial Center Activities and Publications

In addition to providing tutorial services, the Tutorial Center promotes personal and civic responsibility and intellectual, aesthetic, and personal development. Peer tutors encourage students to take an active role in the learning process and provide tools, such as the learning styles assessment, for students to accept responsibility for their own learning. The tutors themselves, who are students that the Tutorial Center coordinators recruit via recommendations from faculty, staff, and counselors, learn and grow in the process of helping other students.

Tutors also participate in the publication of the *Write Now* newsletter, a monthly publication that they write, and *The Review*, an annual journal of student art and writing. In the *Write Now*, tutors promote tutorial services and writing and study strategies. Tutors work with the Art Department and English Department to publish *The Review*; in particular, they assist with soliciting and selecting submissions for publication. *The Review* regularly features exceptional student writing from all course levels and represents a variety of ethnicities and ages. Student publications like the *Write Now* and *The Review* allow students to establish and maintain an atmosphere of free and responsible discussion and exploration. Through involvement in the production of student publications, students enhance their writing skills, as well as receive instruction in journalism, publishing experience, and a creative outlet. [Evidence: IIB.126, IIB.137, IIB.138, IIB.139, IIB.485, IIB.486, IIB.487, IIB.488, IIB.489, IIB.490, IIB.491, IIB.492, IIB.493, IIB.494, IIB.495, IIB.496, IIB.497, IIB.498, IIB.499, IIB.500, IIB.501, IIB.502, IIB.503, IIB.504, IIB.505, IIB.506, IIB.507, IIB.508, IIB.509, IIB.510, IIB.511, IIB.512, IIB.513, IIB.514, IIB.515, IIB.516, IIB.517, IIB.518, IIB.519, IIB.520]

### Services/Programs and Activities

CCCC encourages and supports personal and civic responsibility, as well as promotes opportunities for intellectual, aesthetic, and personal development through a variety of programs, services, and activities. In addition to the programs and services mentioned above, the following programs and services also contribute to the college's positive learning environment: Career Advancement Academy (CAA), Career Planning and Job Opportunities, Child Development Career-WORKs (CalWORKs), Child Development Center, Counseling Services—Instruction (Student Leadership and Career Awareness), Disabled Student Programs and Services (DSPS), TRIO—Science, Technology, Engineering, and Math (STEM) and Student Support Services (SSS), Educational Enrichment (CCCAP—Community College Center Advantage Program),

Financial Aid and Scholarships, Health Services, Mental Health Services, Multicultural Advisory Committee, Online Student Services, Retention Programs (Early Alert, Probation Workshops), and Veteran Services.

### **Self-Evaluation**

CCCC meets this standard. CCCC endorses the many on-site programs and activities available to students that promote personal and civic responsibility as well as intellectual, aesthetic, and personal development. There are several campus committees that contribute to the dialogue to promote student involvement and encourage a positive learning environment. The Student Activities Coordinator is actively involved in discussions with all constituent groups relative to student development and participation. The Associated Student Body (ASB), through shared governance, allows for student input toward program planning and activities. In addition to student involvement, CCCC has established committees to focus on campus safety and maintenance of grounds and facilities. Also, the CCCC has established several committees, some of which include Environmental Health and Safety Committee, Facilities Committee, Student Success Committee, Enrollment Management Committee, Literary Art Journal Committee, Scholarship Committee, Speakers Forum, and College Center Council.

CCCC continues to upgrade the facilities to meet students' needs and enhance the learning environment. CCCC's Academic Center Two opened in Fall 2010 providing students with state-of-the-art facilities that include a comprehensive student services center, computer labs, fitness lab/classroom, science laboratories, green house, and library.

In addition to the academic and social climate, maintenance staff cultivate the CCCC grounds and facilities to provide students with an aesthetically pleasing learning environment. The grounds crew and maintenance departments keep the grounds and facilities in good, clean condition. The Center provides students with a safe learning environment, essential for productive learning.

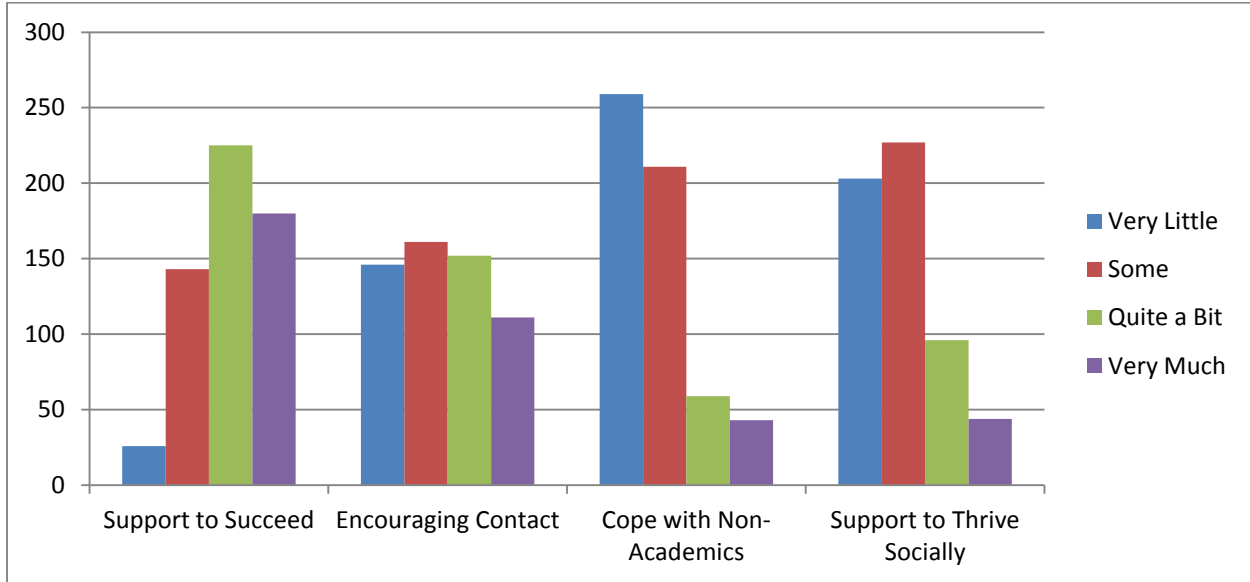
All programs and services have developed student learning outcomes to assess if they are meeting student needs. Measurements to assess program effectiveness are an integral part of the SLO process. As they collect data, programs or services will modify and make improvements to address student needs.

The results of the Accreditation Survey in 2013 showed that 97 percent of the CCCC faculty and staff strongly agree and/or agree that the student activities office is effective in organizing activities that promote awareness of the different cultural backgrounds of our student population. [Evidence: IIB.146 q. 20]

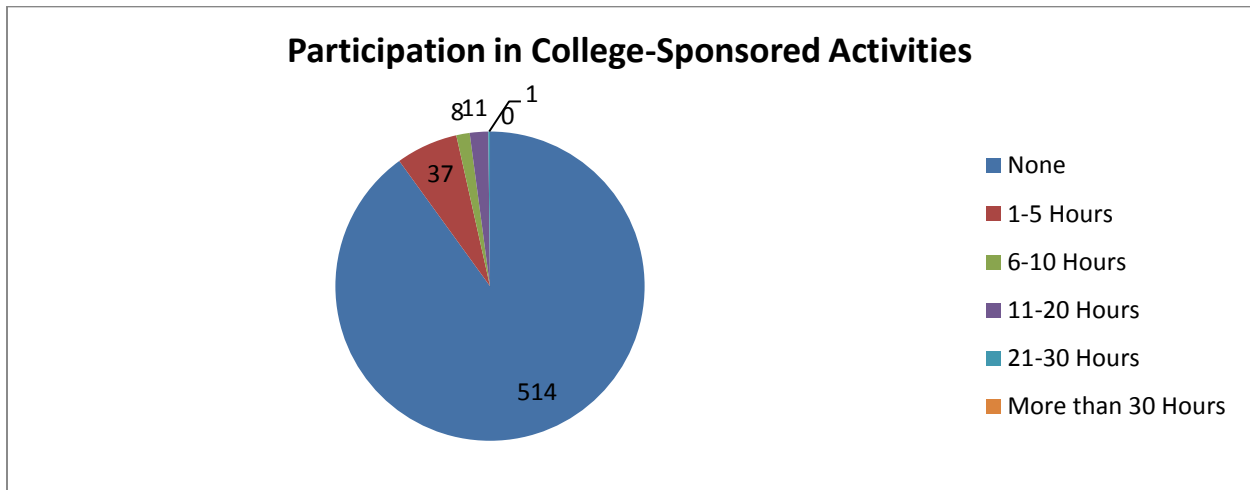
The following items from the CCSSE provide data on CCCC students and their response to the questions on the survey:

- Item #9: How much does this college emphasize each of the following?
  - 9b: Providing the support you need to help you succeed at this college
  - 9c: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
  - 9d: Helping you cope with your non-academic responsibilities (work, family, etc.)

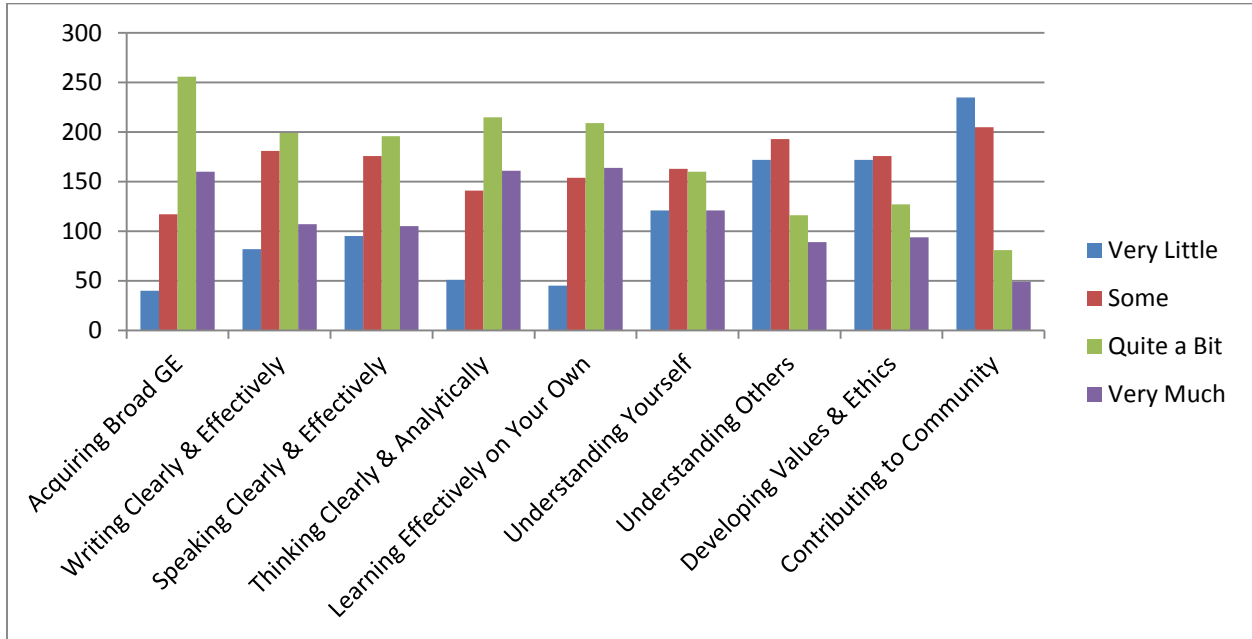
9e: Providing the support you need to thrive socially



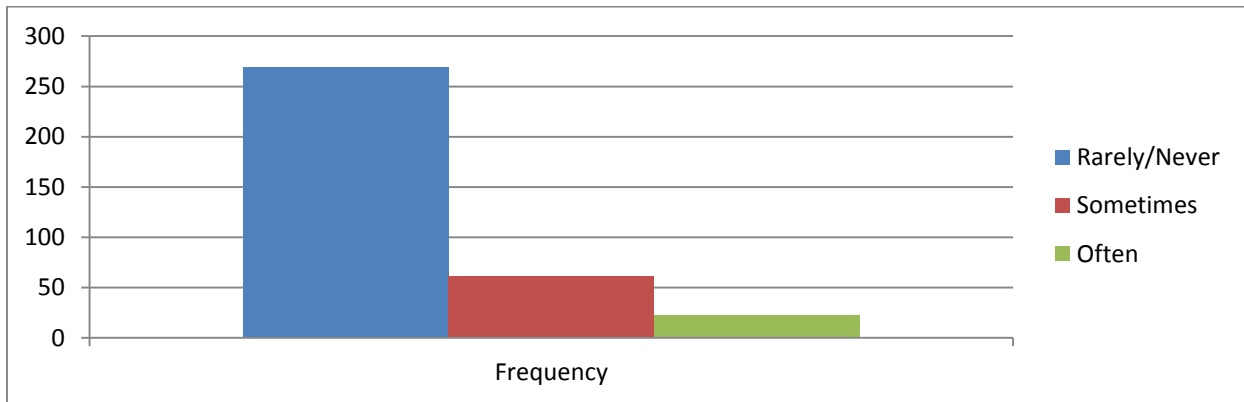
Item #10: About how many hours do you spend in a typical seven-day week doing each of the following: (c): Participating in college-sponsored activities (organizations, campus publications, student government, Inter-collegiate or intramural sports, etc.)



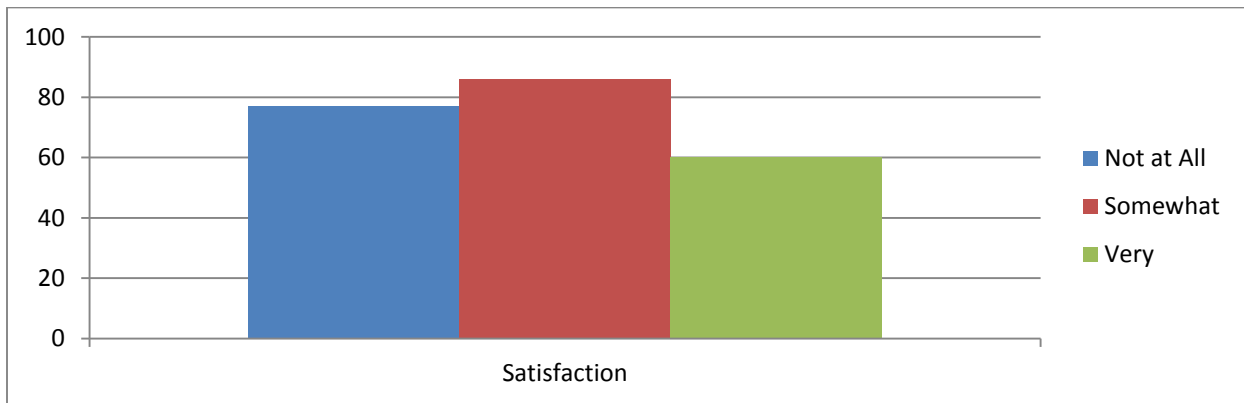
Item #12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas:



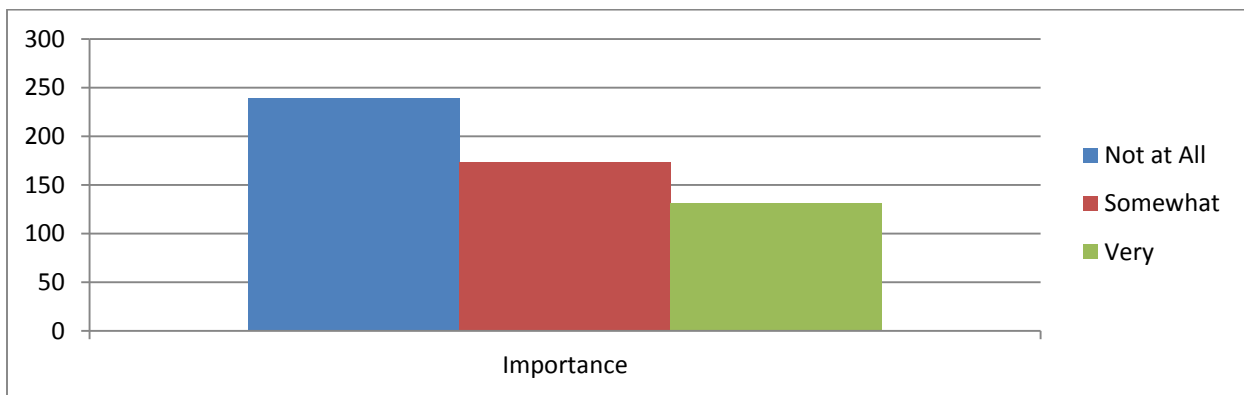
Item #13.1: How often do you use the following services at this college? (13.1i: Student Organizations)



Item #13.2: How satisfied are you with the following services at this college? (13.2i: Student Organizations)



Item #13.3: How important are the following services to you at this college? (13.3i: Student Organizations)



[Evidence: IIB.52, IIB.53, IIB.54, IIB.55]

### Actionable Improvement Plans

None

**II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

### Descriptive Summary

CCCC develops and implements counseling and academic advising to ensure student success. It is a priority to support each student in achieving a goal, whether it is to transfer, to earn a certificate, license, or credential, to earn an associate degree, or to seek enrichment. [Evidence: IIB.91, IIB.92, IIB.551, IIB.552]

The Counseling Department provides comprehensive counseling services, both in person and online, to assist students with achieving their educational goals. Counselors are available for

academic, career, and personal counseling for the general population as well as special and categorically funded programs. Some of these special programs include Veterans; Transfer; Honors; Educational Enrichment; Community College Center Advantage Programs (CCCAP); California Work Opportunity and Responsibility to Kids (CalWORKs); Disabled Students Programs and Services (DSPS); Science, Technology, Engineering, and Math (STEM); Student Support Services (SSS); and personal counseling services. Counselors help promote student development and success by providing programs and services that focus on student needs. Counselors assist students with program planning through the development of Student Education Plans (SEP) that list coursework required for specific programs of study that include Associate Degrees, Certificates, and/or transfer to four-year universities.

Student support services faculty and staff have devoted considerable effort to the design, maintenance, and evaluation of counseling services. In the past, CCCC counselors have worked collaboratively with Reedley College in the development of a combined Program Review. As of Spring 2013, CCCC has developed its own Program Review Handbook, which outlines the process and guidelines for the program review process. Counselors have also participated and continue to participate in the development of the student learning outcomes (SLOs) for counseling services. The Counseling Department developed assessment strategies for the SLOs and use the results to make program improvements. Additionally, counselors play an active role in the development and implementation of the Strategic Plan. Counselors also may participate in activities that support professional growth such as California State University (CSU) and University of California (UC) Counselor conferences, Ensuring Transfer Success (ETS) conferences, SB 1440 (ADT) training/workshops, flex day activities, Transfer Admission Guarantees (TAGs) trainings, Student Learning Outcomes (SLOs), Datatel, online services, probation, and counseling meetings. Additionally, counselors participate on the Student Success Committee, Enrollment Management Committee, District-wide Enrollment Management Committee, SB 1456, and Matriculation Workgroup. [Evidence: IIB.22, IIB.23, IIB.24, IIB.25, IIB.26, IIB.27, IIB.28, IIB.29, IIB.48, IIB.49, IIB.168, IIB.169, IIB.170, IIB.171, IIB.295, IIB.550]

All counselors at CCCC meet the minimum qualifications for their positions: a master's degree in counseling or a related field. Peers, students, and administrators evaluate permanent, full-time, tenure track counselors every year for four years, and every three years thereafter. The process requires full-time tenure track counselors to provide a self-evaluation along with goals set to accomplish before the next evaluation. Peers, students, and administrators evaluate part-time counselors as outlined by the agreement between State Center Community College District (SCCCD) and the faculty union. [Evidence: IIB.542, IIB.543, IIB.544, IIB.545, IIB.546, IIB.547, IIB.548, IIB.549]

In addition to the standard evaluation procedure for counselors, counselors have utilized student satisfaction surveys across the counseling discipline to evaluate our services and determine how they can improve to better meet students' needs.

The tenure review evaluation process ensures that students have access to the most knowledgeable, talented, and student-oriented counseling faculty. All counselors must complete a four-year probationary period that provides sufficient time for counselors to understand the job

expectations to earn tenure as a certificated counselor. During this process, counselors develop the skills and knowledge to effectively assist students in an educational setting. Counselors gain valuable experience that in turn contributes to student development and success. The tenure evaluation review process allows for professional development and growth and evaluates contract employees with defined performance expectations to continue their employment as counselors at CCCC.

Counselors utilize all available resources provided by the SCCC for professional growth. Counselors must demonstrate evidence of appropriate counseling techniques as designated by the development and review of Student Educational Plans (SEP). Counselors must make effective use of counseling methods appropriate to student needs that include accurate interpretation of placement tests and career assessments. Counselors must record student contacts and maintain confidentiality of counseling information in accordance with district policies. Counselors must be aware of current developments and research in the counseling arena that can contribute to student development and success. Counselors must also be knowledgeable of changes in state legislation, be prepared to implement the new guidelines, and be familiar with technology and able to demonstrate computer proficiencies with educational software applications. Importantly, counselors must demonstrate effective communication skills and respect for all students through the development of a warm and accepting environment.

The Counseling Department also monitors and evaluates part-time counselors on a regular basis. Each part-time counselor has a full-time counselor as a mentor. Mentors provide part-time counselors with the appropriate training and resources to successfully support students. Training resources are available throughout the year, and the Counseling Department provides training sessions each semester for all counselors. [Evidence: IIB.531, IIB.532, IIB.533, IIB.534, IIB.535, IIB.536, IIB.537, IIB.538, IIB.539, IIB.540, IIB.541]

The overall intent of the evaluation process is to improve services provided by counseling for students' personal and academic success. Also, students participate in the evaluation process of counselors by completing student satisfaction surveys, allowing expression of their opinion on the services received. [Evidence IIB.548]

Counseling faculty have developed student learning outcomes (SLOs) for all student service areas and counseling courses and have been involved in the development and implementation of SLOs since 2006. The Center has provided several SLO trainings and workshops to keep faculty involved and informed of the SLO process. Faculty have designed SLOs to identify outcomes in each program area and an assessment component to measure the effectiveness of services provided. The SLO process provides the counseling department with information on what students are learning from the counseling services. Once the department collects the data from the student surveys, faculty can make the necessary improvements to enhance student development and success. Implementing the SLO cycle is a continuous process and has been a learning experience. In Fall 2008, CCCC counselors worked collaboratively with the main campus, Reedley College, and its centers and began the process by identifying two areas: Early Alert and Assessment. In collaboration with Reedley College, CCCC counselors developed a SLO chart identifying all areas in counseling that would be included in the SLO process. With this new information and timeline, in Fall 2009 the SLO focus turned to students on probation



and express counseling services. Currently, student services faculty have completed several cycles in which they created, implemented, and assessed SLOs. For more information, see the chart outlining the Counseling Department's current SLO timeline.

During Spring 2014, the Counseling Department evaluated the Express Counseling services Student Learning Outcome. The SLO for Express Counseling states that "students will get their quick academic answers through express counseling." Although the results of the Fall 2013 Express Counseling services survey were positive and counselors were able to serve 1,837 students, students made some comments that the Counseling Department needed to address. Some students expressed concerns with confidentiality, needing more time with the counselors, and an interest in developing a student educational plan. Express Counseling services are not designed to spend a lengthy amount of time with each student; however, the Counseling Department took these concerns into consideration. As a result of these comments and an increase in counseling faculty, the Counseling Department made the decision to see students in the offices, in place of an express counseling environment. The Counseling Department has yet to get feedback from students regarding this last cycle; however, based on the feedback from the Fall 2013 survey, those results were significant enough to justify the change. [Evidence: IIB.8, IIB.9, IIB.10, IIB.11, IIB.12, IIB.13, IIB.14, IIB.15, IIB.16, IIB.17, IIB.18, IIB.19, IIB.20, IIB.21, IIB.23, IIB.24, IIB.25, IIB.28, IIB.30, IIB.31, IIB.32, IIB.33, IIB.34, IIB.35, IIB.36, IIB.37, IIB.38, IIB.39, IIB.40, IIB.41, IIB.42, IIB.43, IIB.44, IIB.45, IIB.46, IIB.47, IIB.48, IIB.168, IIB.170, IIB.172, IIB.296]

In addition to the evaluation process, counselors have multiple opportunities for professional development activities and meetings. This ensures that the counselors remain current in their field along with maintaining their skill levels and improving their knowledge base.

The counselors serve students throughout SCCCD and work collaboratively to stay current with each campus and center specific programs, policies, and services. This is necessary to provide students with a seamless transition among sites within the district as well as to their transfer institution.

CCCC counselors meet twice per month to discuss any ongoing academic changes and to collaborate with other counselors working with specific programs: California Work Opportunity and Responsibility to Kids (CalWORKs), Student Support Services (SSS), Science, Technology, Engineering, and Math (STEM), Honors, Transfer Center, Educational Enrichment, Veterans, Disabled Student Program Services, and vocational programs. Each semester the Counseling Department schedules a Flex Day to discuss current counseling strategies and techniques. The intent of the Flex Day process is to improve counseling services that contribute to the personal and academic success of CCCC students and focus on planning for improvement for the upcoming year. All counselors regularly receive notices of training opportunities available both within and outside of the college. As technology is an ever changing entity, administration established trainings to address these changes. For instance, the Department Chair of Student Support Services provided training for the conversion from Datatel's CASM to XCSM screens to accurately document matriculation information for the Management Information System (MIS) report. Through the district-wide planning process, the Department Chair of Student Support Services provided training sessions to update all district counselors with the new MIS coding

system to reflect the mandates from the Student Success Act. Additionally, counselors received training on the new Scheduling and Reporting System (SARS). Counselors are also training to implement the new SB 1456 recommendations by the target date for the 2014-2015 academic year. [Evidence: IIB.531, IIB.532, IIB.533, IIB.534, IIB.535, IIB.536, IIB.537, IIB.538, IIB.539, IIB.540, IIB.541]

The Counseling Department has maintained the full-time to part-time counselor mentoring system, assuring that all part-time counselors are kept up-to-date with counseling issues and information to best serve students. All full-time counselors are currently tenured or tenure-track and under a four-year cycle for evaluation of performance and establishment of goals.

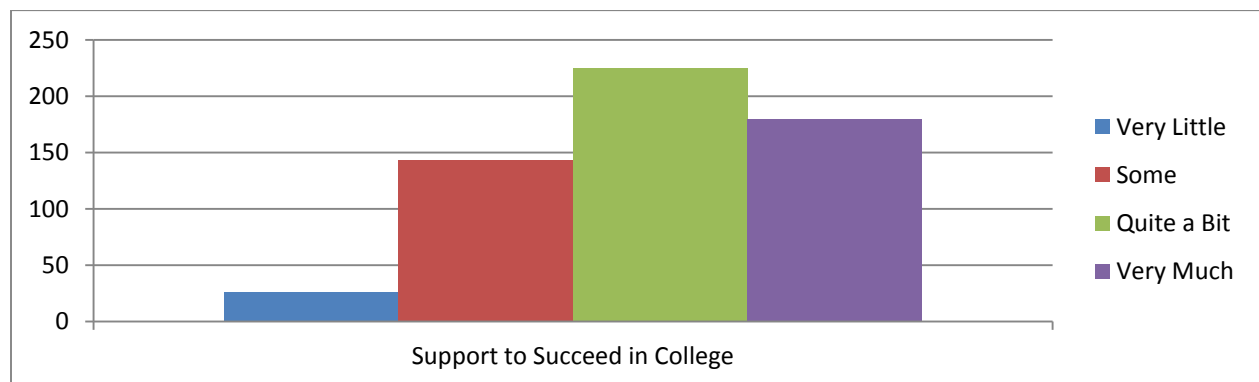
CCCC has developed a Staffing Plan for student services to determine how the Center will prioritize additions as enrollment grows. The CCCC Staffing Plan includes additional support for student services, such as a Financial Aid Assistant I, an Office Assistant III for Admissions and Records, and an Educational Advisor.

Each year administration encourages faculty to submit certificated faculty position requests for additional faculty positions. Department chairs review and prioritize these requests and forward them to the College Center Council for further review. All position requests must include supportive documentation from Program Review, the Strategic Plan, Student Success Act (SB 1456) mandates, and other planning documents. Department chairs, the College Center Council, and the Campus President base position rankings based on state funding and the needs of CCCC students. This process led to the approval and recruitment of the following positions: Office Assistant III for the Student Services Office in Spring 2014, Office Assistant III for the Student Activities Office and Outreach in Fall 2014, and an academic counselor in Fall 2014.

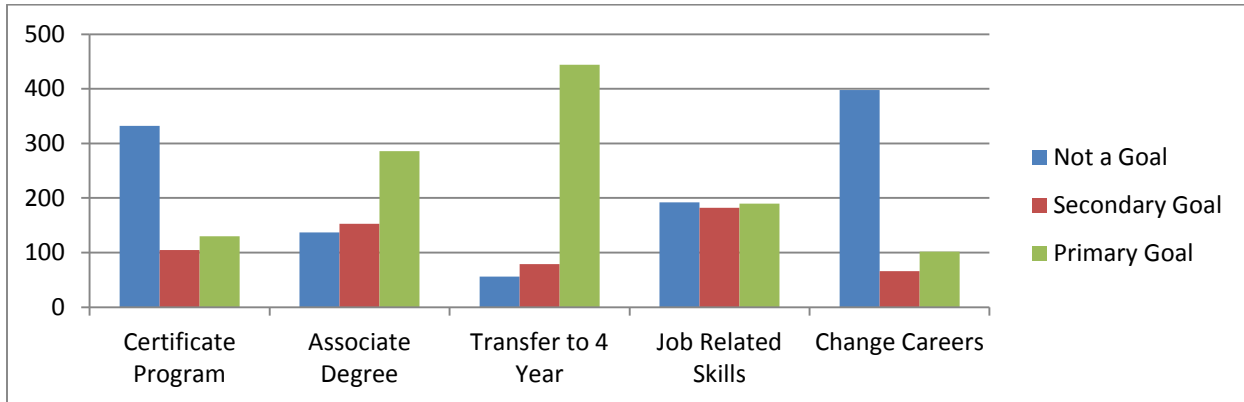
**Self-Evaluation**

CCCC meets this standard. The following items from the CCSSE provide data on CCCC students and their response to the questions on the survey:

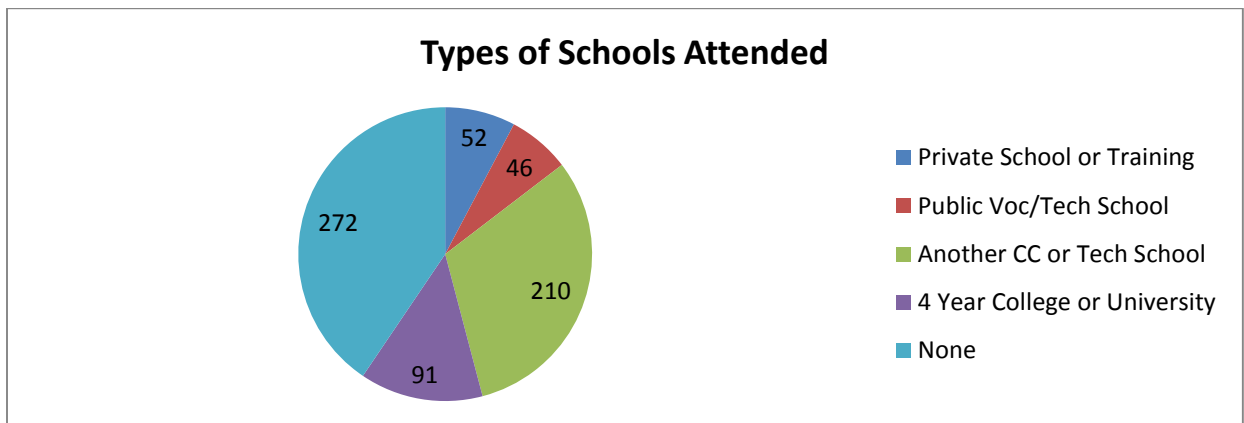
Item #9: How much does this college emphasize each of the following? (9b: Providing the support you need to help you succeed at this college)



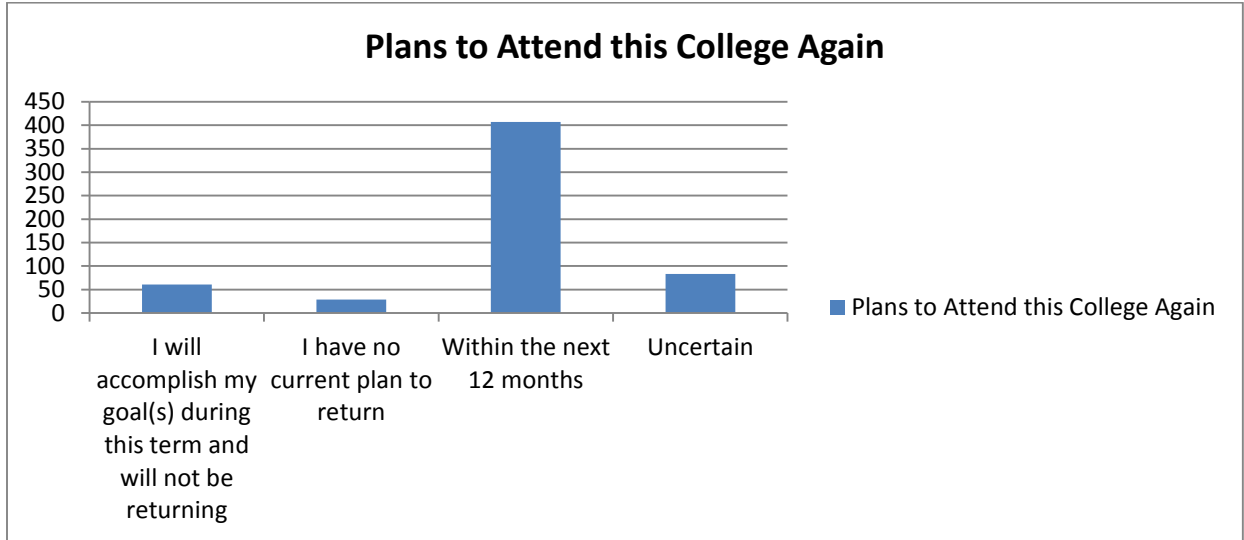
Item #17: Indicate which of the following are your reasons/goals for attending this college.



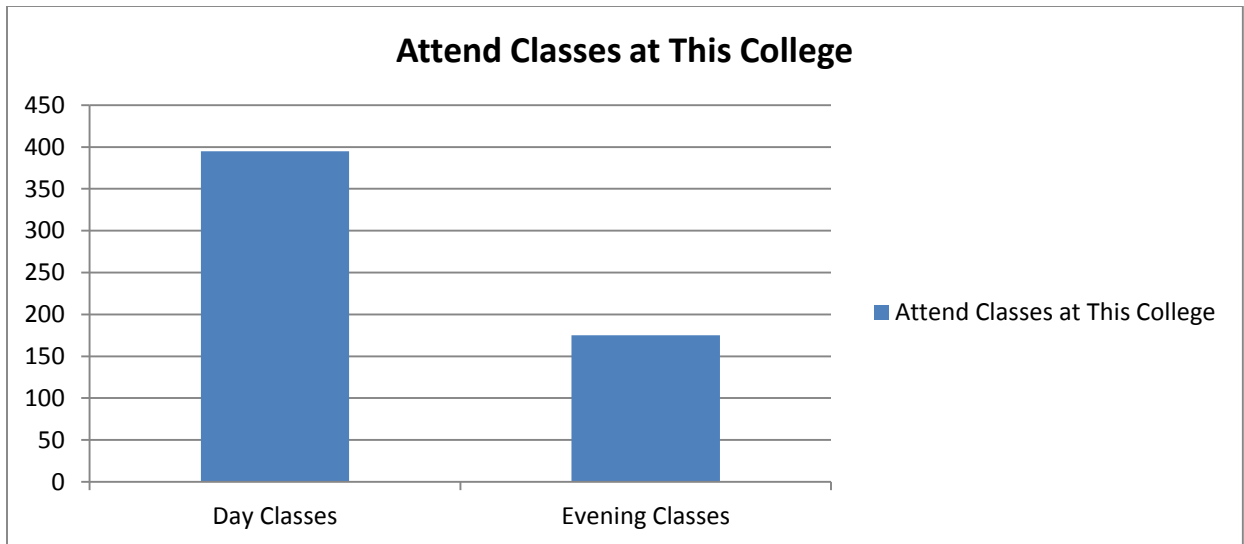
Item #19: Since high school, which of the following types of schools have you attended other than the one you are now attending? A large percentage of students did not respond to this question. The data below represents the number of students that responded.



Item #20: When do you plan to take classes at this college again?



Item #22: When do you most frequently take classes at this college?



[Evidence: IIB.52, IIB.53, IIB.54, IIB.55]

According to the faculty contract, CCCC counselors must follow the evaluation procedures of tenured faculty in order to enhance the quality of education and to recognize outstanding performance. The goal is to enhance counselor performance and to further the growth and development of each counseling faculty member. It also can identify areas of performance needing improvement, to assist faculty members in achieving improvement, and to maintain the educational quality and standards of the district.

Through the evaluation process, counselors must be professionally adept at demonstrating particular skills and knowledge. Evaluators collect evidence of appropriate counseling

techniques as designated by review of the following: Student Educational Plans (SEPs), career test interpretations, maintenance of counseling session records, effective use of counseling methods appropriate to student need, knowledge of subject matter, awareness of current developments and research in the field, demonstration of effective communication with students, demonstration of respect for all students through the development of a warm and accepting environment, and maintaining confidentiality of the counseling session.

The Dean of Students and counselors utilize the following methods in assessing the effectiveness of counseling faculty and services provided: online counseling, professional development, student satisfaction surveys, and the tenure review evaluation process. [Evidence: IIB.44, IIB.47, IIB.66, IIB.67, IIB.140, IIB.141, IIB.144, IIB.146, IIB.548]

### **Actionable Improvement Plans**

To improve access and delivery of student advising services, the Center will assist in planning and implementation of an electronic student educational planning tool as part of the state-wide SEP Initiative.

### **II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

#### **Descriptive Summary**

CCCC maintains a commitment to diversity. The college supports its diverse student population through student organizations, activities, and clubs, and supports programs, student recruitment, and outreach activities that emphasize and celebrate diversity.

#### Student Organizations, Activities and Clubs

Student Activities, the Associated Student Government, and individual departments provide support for campus-wide events and for annual activities and celebrations such as Mexican Independence Day, African American History Month, Cinco de Mayo, Women's History Month, and other multicultural activities. Guest speakers and performers at these various events provide students an opportunity to interact with and gain an appreciation for people of different cultures. Embracing and promoting diversity is important to the Student Activities Office, which has assisted in the formation of diversity-related student organizations (such as the recently formed Gay-Straight Alliance). The Student Activities Office and student organizations collaborate on raising funds for student-sponsored activities and events. Lottery decision package monies currently provide primary funding for school-sponsored activities.

The Student Activities Office at the CCCC has greatly expanded in this area and has provided a number of culturally diverse activities for the student body and staff, including Asian Heritage Month events (guest speakers, film), Black History Month events (guest speakers, film), Cinco de Mayo, German-American Heritage (film), Hispanic Heritage Month events (film), International Holiday Festival, Islamic Cultural Center speaker, Mexican Independence Day, Mexican American (reading), Native American History Month events (demonstrations, film), Tartan Day, speakers series, Veterans Day, and Women's History Month (reading, film). [Evidence: IIB.427, IIB.428, IIB.429, IIB.430, IIB.431, IIB.432, IIB.433, IIB.434, IIB.435, IIB.436, IIB.437, IIB. 438, IIB.439, IIB.440, IIB.441, IIB.442, IIB.443]

Student involvement in clubs provides a means for students to gain a better understanding and appreciation of diversity. Student clubs include services organizations, religious affiliations, professional interests, athletics, as well as other special interest clubs. [Evidence: IIB.408, IIB.410, IIB.411, IIB.412, IIB.413, IIB.414, IIB.415, IIB.416, IIB.417, IIB.418, IIB.419, IIB.420, IIB.529, IIB.530]

As previously noted, the Associated Student Body sponsors a variety of programs and events for students, which include multi-cultural events and personal awareness activities. A schedule of activities is easily accessible at [www.cloviscenter.com](http://www.cloviscenter.com). [Evidence: IIB.363, IIB.364, IIB.365, IIB.366, IIB.367, IIB.368, IIB.369, IIB.370, IIB.371, IIB.372, IIB.373, IIB.374, IIB.375, IIB.376, IIB.377, IIB.378, IIB.379, IIB.380, IIB.381, IIB.382, IIB.383, IIB.384, IIB.385, IIB.386, IIB.387, IIB.388, IIB.389, IIB.390, IIB.391, IIB.392, IIB.393, IIB.394, IIB.395, IIB.396, IIB.397, IIB.398, IIB.399, IIB.400, IIB.401, IIB.402, IIB.403, IIB.404, IIB.405, IIB.406, IIB.407, IIB.408, IIB.409, IIB.421, IIB.422, IIB.423, IIB.424, IIB.425, IIB.426, IIB.444, IIB.445, IIB.446, IIB.447, IIB.448, IIB.449, IIB.450, IIB.451, IIB.452, IIB.453, IIB.454, IIB.455, IIB.456, IIB.457, IIB.458, IIB.459, IIB.460, IIB.461, IIB.462, IIB.463, IIB.464, IIB.465, IIB.466, IIB.467, IIB.468, IIB.469, IIB.470, IIB.471, IIB.472, IIB.473]

#### Student Support Services and Programs

Student programs that support the college's diverse population include the following: counseling, TRIO program—Student Support Services (SSS), TRIO program—Science, Technology, Engineering, and Math (STEM), Honors, Veterans, and California Work Opportunity and Responsibility to Kids (CalWORKs). Additionally, CCCC provides support for Disabled Student Programs and Services (DSPS) that serve a diverse student population. Student support services faculty and staff plan programs and events well and use them to attract and introduce students to accommodations and adaptive services, culturally diverse activities, and exposure to new experiences for populations coming from low socio-economic backgrounds. Students and staff participate in the many activities that promote diversity. During the Spring Extravaganza event, the Health and Mental Health Services Departments and DSPS provided information at a booth to increase student awareness of stress, learning disabilities, and stress reduction techniques. In addition, the Health Services Department held a suicide prevention event titled “ALIVE” in Spring 2013. This event allowed students the opportunity to learn about the signs and symptoms of suicide. The Health Services Department also provided information for on-line trainings to serve the following student populations: Veterans, LGBTQ, and at-risk. The training is available for all staff, faculty, and students. [Evidence: IIB.2, IIB.3, IIB.4, IIB.79, IIB.80, IIB.128, IIB.140, IIB.141, IIB.142, IIB.143, IIB.144, IIB.157, IIB.158, IIB.165, IIB.227, IIB.228, IIB.229, IIB.230, IIB.231, IIB.232, IIB.233, IIB.234, IIB.248, IIB.249, IIB.250, IIB.251, IIB.252, IIB.253, IIB.254, IIB.255, IIB.256, IIB.257, IIB.258, IIB.259, IIB.260, IIB.263, IIB.264, IIB.265, IIB.266, IIB.267, IIB.268, IIB.269, IIB.270, IIB.271, IIB.272, IIB.273, IIB.274, IIB.275, IIB.276, IIB.277, IIB.278, IIB.279, IIB.280, IIB.281, IIB.298, IIB.299, IIB.300, IIB.301, IIB.302, IIB.303, IIB.304, IIB.305, IIB.306, IIB.307, IIB.308, IIB.309, IIB.310, IIB.311, IIB.312, IIB.313, IIB.314, IIB.324, IIB.325, IIB.326, IIB.327, IIB.328, IIB.329, IIB.330, IIB.331, IIB.332, IIB.333, IIB.334, IIB.335, IIB.336, IIB.337, IIB.467, IIB.468, IIB.469, IIB.470, IIB.471, IIB.472, IIB.473, IIB.481, IIB.482, IIB.483, IIB.484, IIB.521, IIB.522, IIB.554]

With increases in enrollment and various diverse populations, the Center acknowledges a need to improve awareness of services and programs. With the opening of new facilities at CCCC, the Center will utilize the facilities to improve awareness of clubs, activities, and special student support programs. The Associated Student Body has a dedicated office to support their mission in Academic Center One. CCCC has also recently established a Multicultural Advisory Committee to increase cultural awareness.

The Tutorial Center Coordinators work in conjunction with the student service programs to provide tutors with in-service training on students with disabilities and appropriate learning strategies for those students. As previously discussed, the Tutorial Center participates in the development of an annual journal, *The Review*, which features exceptional student writing from a variety of courses and represents students from diverse backgrounds. [Evidence: IIB.136, IIB.137, IIB.138, IIB.139, IIB.485, IIB.520]

The Student Activities Coordinator reviews the list of student activities for the semester at Duty Day and disseminates it to all faculty and staff per the recommendation from faculty. Faculty indicated that knowing when various diversity events will occur would allow them to plan appropriate activities to reinforce the events.

#### Student Recruitment and Outreach Activities

In recruitment and outreach, CCCC demonstrates sensitivity to the needs of all ethnic, racial, and underrepresented populations. The College Relations Specialist provides college outreach services to all local feeder schools, primarily as part of Registration-to-Go activities. The local feeder schools not only include public schools but also adult education and alternative education, such as private schools and home school programs.

Additionally, the College Relations Specialist has participated in the College Black Men activity in collaboration with Clovis North High School and serves on the committee in charge of the Native American College Information Day. There have also been several presentations made to the Native American Rancherias, Fresno County Foster Youth, Hispanic Youth Symposium at California State University Fresno, Asian Student Club, Latino Success Club at Clovis High School, Latino Success Conference at Clovis West High School, and Fresno County Office of Education Juvenile Justice Center regarding college access.

There are campus publications and recruitment materials available that contain information in Spanish and other languages. CCCC provides the Board of Governors (BOG) application, Free Application for Federal Student Aid (FAFSA), and EdFund marketing materials in Spanish language print. [Evidence: IIB.3, IIB.154, IIB.155, IIB.156, IIB.240, IIB.241, IIB.242, IIB.243, IIB.244, IIB.245, IIB.246, IIB.247, IIB.320, IIB.321, IIB.322, IIB.323, IIB.427, IIB.428, IIB.429, IIB.430, IIB.431, IIB.432, IIB.433, IIB.434, IIB.435, IIB.436, IIB.437, IIB.438, IIB.439, IIB.440, IIB.441, IIB.442, IIB.443]

#### **Self-Evaluation**

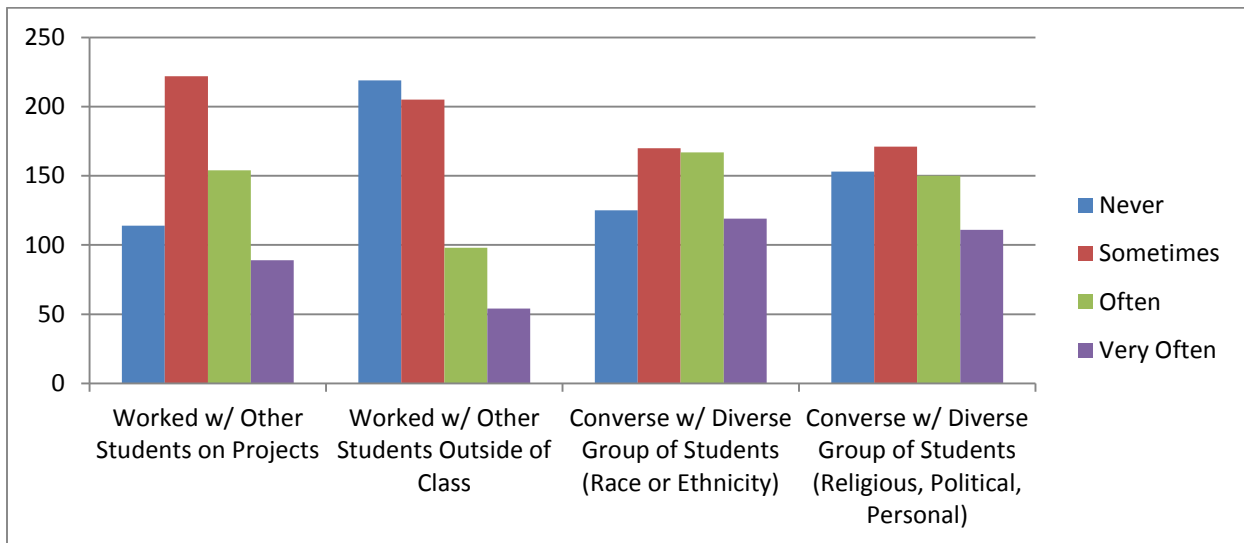
CCCC meets this standard. There is continued collaboration between Student Activities and Student Services to ensure that programs and services address students' diverse needs and

backgrounds. The following are the current surveys results with regards to student understanding and appreciation for diversity used for evaluation:

The results of the 2013 Accreditation Survey showed that 97 percent of the CCCC faculty and staff strongly agree and/or agree that the student activities office is effective in organizing activities that promote awareness of the different cultural backgrounds of CCCC’s student population. [Evidence: IIB.146 q. 20]

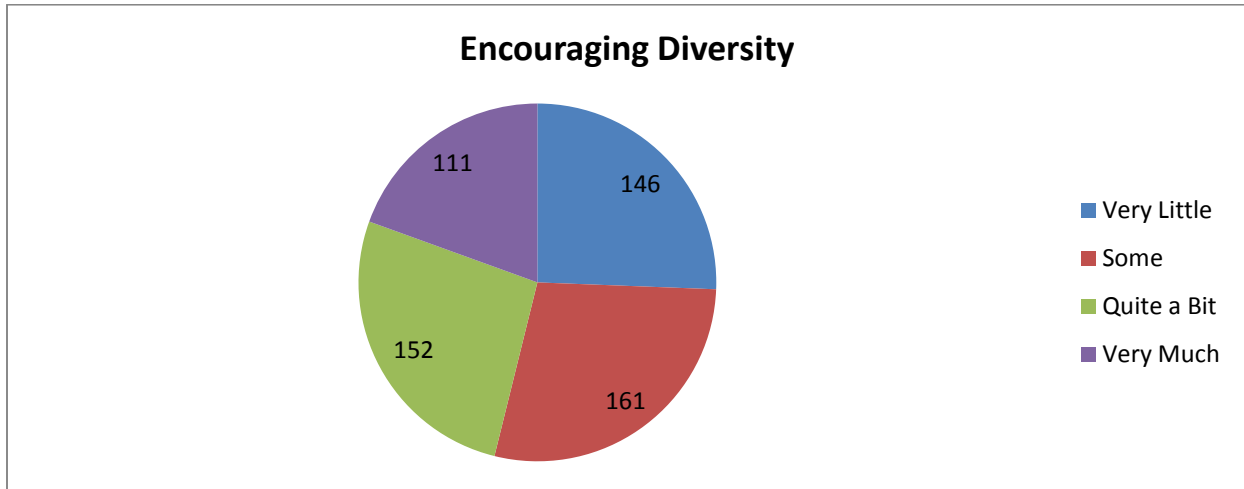
The following items from the CCSSE provide data on CCCC students and their response to the questions on the survey:

- Item #4: In your experiences at this college during the current school, year about how often have you done each of the following?
- 4f: Worked with other students on projects during class.
- 4g: Worked with classmates outside of class to prepare class assignments
- 4s: Had serious conversations with students of a different race or ethnicity other than your own
- 4t: Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal beliefs

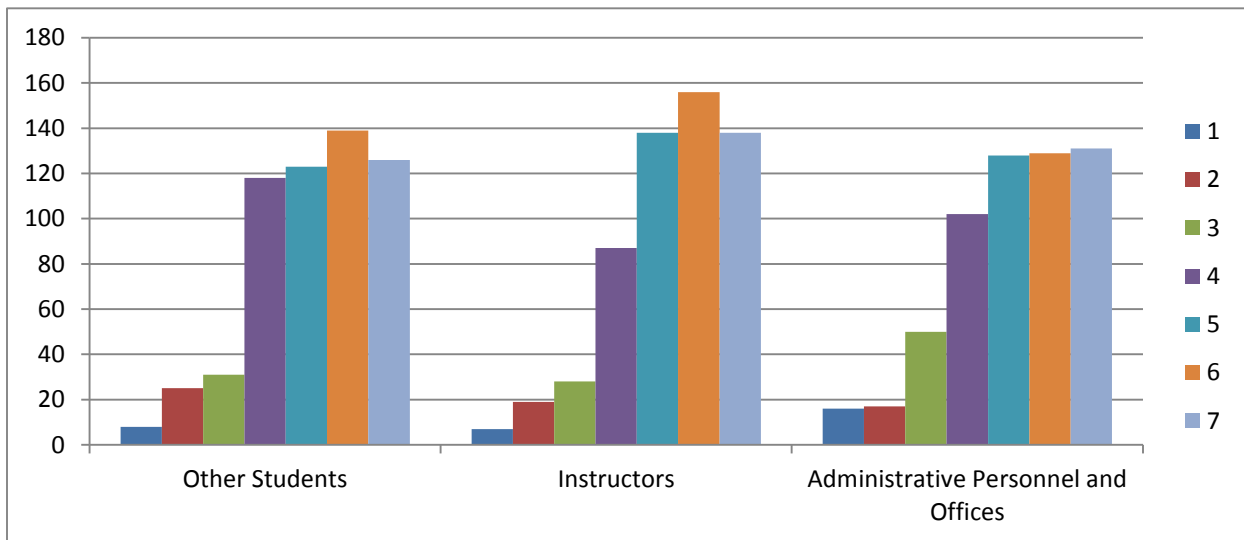




Item #9: How much does this college emphasize each of the following? (9c: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds)



Item #11: Mark the number that best represents the quality of your relationships with people at this college.

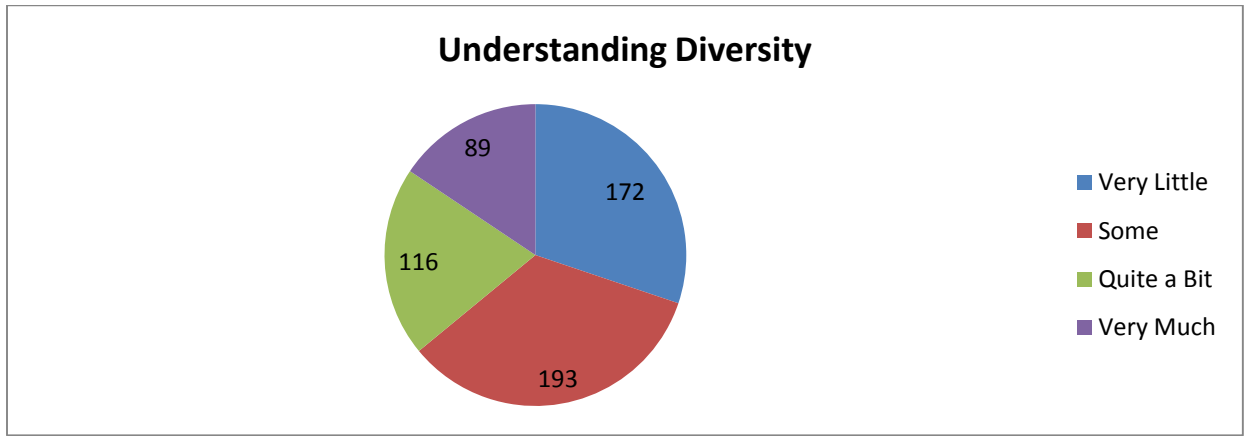


Student Scale: 1 to 7 (1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging)

Instructor Scale: 1 to 7 (1 = Unavailable, Unhelpful, Unsympathetic to 7 = Available, Helpful, Sympathetic)

Administrative Personnel and Office Scale: 1 to 7 (1 = Unhelpful, Inconsiderate, Rigid to 7 = Helpful, Considerate, Flexible)

Item#12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (12k: Understanding people of other racial and ethnic backgrounds)



[Evidence: IIB.52, IIB.53, IIB.54, IIB.55]

#### Actionable Improvement Plans

None

#### **II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

##### **Descriptive Summary**

CCCC provides open-access admission for any eligible student interested in attending college. There is no admission practice that would prevent any eligible student from enrolling in courses. Students must participate in a matriculation process that includes completing an admissions application, completing the new student online orientation, and taking a placement test to receive counseling and advising for appropriate placement into English and math courses. This includes identifying skill levels for English and math to address course advisories to begin a successful college experience. [Evidence: IIB.50, IIB.82, IIB.83, IIB.84, IIB.86, IIB.126, IIB.135]

CCCC utilizes the Office of Institutional Research and instructional staff in order to evaluate the validity and bias of the placement instruments it uses. CCCC utilizes Accuplacer, a California Community College Chancellor's Office state-approved standardized placement test, to assess students. Appropriate assessments are in place to measure educational levels, disability, interest, and performance levels in reading, writing, and mathematics. At this time, CCCC utilizes the same assessment instrument as Reedley College. The Reedley College/CCCC Institutional Researcher conducts a validation study to obtain congruence of opinion between faculty and students on placement decisions. This study, called a "consequential-related validity study," requires the student to respond to "satisfaction with course placement," and requires the instructor to respond to "appropriateness of student placement" survey questions. The Institutional Researcher completed a current validation study in August 2013. The study resulted in an "overall, agreement between faculty and students as the proper placement" by the

Accuplacer test. Furthermore, recommendations stated that “based on the above 75 percent threshold in almost all areas (both faculty and student) and corroborating grade and faculty by student agreement, it is recommended that the current assessment test be continued while common assessment is developed.” [Evidence: IIB.85]

In terms of addressing test bias, because the Accuplacer placement test is a test developed by a second party, the test publisher conducts a disproportionate impact study every three years to prevent cultural and linguistic bias for approval by the California Community College Chancellor’s Office (CCCCO). Faculty and staff review the evidence addressing test bias supplied by the test developer as well as periodically take the test to ensure that the results are generalizable to the college. If there are any concerns regarding test bias or validity of the placement test, the college plans to meet to discuss and address the source of that impact and attempt to rectify or minimize the impact, if possible. [Evidence: IIB.85]

The Center provides special testing accommodations for students with disabilities. The test is untimed, and the Center offers accommodations to all students with disability. The test is on a computer whereby visual accommodations can involve text enlargement and/or it can be read to visually impaired students using text reader software. A paper and pencil and Braille version of the placement test is also available. [Evidence: IIB.79, IIB.80]

### **Self-Evaluation**

CCCC meets this standard. Colleges and centers of the State Center Community College District (SCCCD), including CCCC, admit all students who are 18 years of age or a high school graduate. More than 97 percent of students apply online using CCC Apply; students who apply online indicate the online application is easy to use and they can complete it in a reasonable amount of time. CCCC requires international students to complete a paper admissions application. [Evidence IIB.566]

Assessment tests are primarily available to students in both electronic and when needed in paper format. Students can take assessment tests on campus during scheduled assessment dates as posted on the CCCC website; scheduled dates are also available in the Student Services office. Assessment testing also occurs in our local high schools for current high school seniors as one component of the Registration-to-Go (RTG) Program.

The Center evaluates all assessment instruments for validity, test bias, reliability, and impact of testing on various groups (i.e., disproportionate impact, standardization) in accordance with the rules and regulations of California Title 5 and the California Education Code. As a center of Reedley College, the Institutional Researcher validates CCCC’s assessment instruments every six years.

### **Actionable Improvement Plans**

None

**II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which**

**those files are maintained. The institution publishes and follows established policies for release of student records.**

### **Descriptive Summary**

In conjunction with Reedley College, CCCC maintains student records as California Education Code requires and secures these records in compliance with the Family Educational Rights and Privacy Act (FERPA) regulations as described in the college catalog. Also, CCCC abides by the Family Educational Rights and Privacy Act regulations in the release of student records.

[Evidence: IIB.583]

### Institutional Policies

CCCC complies with the rules and regulations of California Title 5 and the California Education Code on the retention and destruction of records. The Reedley College Admissions and Records Office and CCCC make provisions for the permanency and security of student records (admission applications and transcripts). Both online and paper admissions application forms are available. The Admissions and Records Office in Reedley houses hard copy admission applications dating back 3 years. Admissions and Records inputs all student information into the Datatel student record system. Datatel access is restricted to specific users and is password protected. User access is restricted to those Datatel elements which the user requires in performance of his or her job. Students have the option of denying the release of directory information. A privacy statement then appears on every computer screen in the software program. Student information on online application is also restricted to specific users and is password protected. [Evidence: IIB.50, IIB.126, IIB.584, IIB.585, IIB.588]

### Security of Records

CCCC utilizes the Hershey STARRS system. This system has allowed Admissions and Records Office to scan and digitize all student records. Admissions and Records receives all new records in digital format or digitizes those received on paper within a week. The Center destroys all paper records by shredding. CCCC restricts access to the Hershey system data with passwords and users only have access to the data required for their jobs. In case of a disaster, recovery of student records is possible. Information systems backs up all computer-based data regarding student records at the district office. Each night district information systems completes two full backups of the Datatel system. One backup stays in the tape library at the district and the second backup is on an external tape drive. Each morning (Monday through Friday) the district Information Systems staff takes the tape from the external drive across the street to the Health Science building. In addition there is a second Datatel server for disaster recovery that the Fresno City College Learning Resource Center houses. The district plans to add a third nightly backup to place all of the Datatel data on this server as well. This backup would then be used in case there was a major fire in the district office data center. This server would allow us to continue operations. All student information gathered prior to 1985 is maintained on microfiche and housed in the Admissions and Records Office at Reedley College; however, as students order transcripts, the Center transfers this information to Datatel. [Evidence: IIB.586, IIB.588]

All other offices within student services (including California Work Opportunity and Responsibility to Kids (CalWORKs), Counseling, Disabled Students Programs and Services (DSPS), Financial Aid, Health Services/Personal Counseling Services) maintain departmental records in a similarly secure manner. The DSPS Office, in addition to complying with FERPA

requirements, complies with applicable provisions of the American Disabilities Act with regard to records. The Health Services and Mental Health Services programs utilize a separate confidential Electronic Health Record (EHR) called MediCat and comply with all provisions of Health Insurance Portability and Accountability Act (HIPPA). The Financial Aid Office is in the process of digitizing all student records using the Hershey system. CCCC keeps all student services records in a secure, locked cabinet or office and does not release them without a student's signed approval based on the Family Educational Rights and Privacy Act regulations. All staff computers are password protected. Some of the student services' records have been digitized, including student transcripts from high school and/or other colleges; however, other student service areas are still moving toward digitizing their student records. [Evidence: IIB.586, IIB.587, IIB.595]

#### Release of Student Records

The Family Educational Rights and Privacy Act (FERPA) restricts the release of students' records. CCCC adheres to its policy for release of student records which is published in its catalog, application for admission, schedule of classes, and all district websites. Student services requires that student workers in all student services areas sign the "Student Worker Confidentiality Agreement" prior to being granted access to secure areas, documents, or Datatel.

#### **Self-Evaluation**

CCCC meets this standard. State Center Community College District centralizes Admissions and Records functions; CCCC adheres to established policies and procedures regarding the safeguarding of student records in accordance with California Title 5, the California Education Code, and the Family Educational Rights and Privacy Act (FERPA). CCCC limits access to student records to district personnel and the student unless a signed waiver is on file; the Center secures online access through encrypted passwords. The district grants district personnel access to student records' information on a need-to-know basis, requiring approval of a dean or higher level administrator for any access to specific areas of the student database (Datatel). The district strictly limits access to disabled student records to DSPS staff only. Continued expansion of the district's Datatel system allows for student records, such as grades and the application for admission, to be captured directly into the Datatel system with appropriate backup. In addition, the scanning of other records using the Hershey STARRS system also increases accuracy and provides a digital record, again with appropriate backup of information. The district securely backs up and duplicates all records in two separate buildings. The district maintains confidentiality of student records granting access to Datatel records to those with a need to know, as directed by the District Dean of Admissions and Records and Enrollment Management. The district does not allow student workers access to student information unless it is determined necessary, and all student workers must sign a Student Worker Confidentiality Agreement. [Evidence: IIB.566, IIB.583, IIB.595]

#### **Actionable Improvement Plans**

None

**II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they**

**contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Each department within the Student Support Services Program conducts the program review process every five years. This intra-department self-study involves extensive dialogue assessing and evaluating how well the department provides services to students. The department utilizes faculty and student surveys to determine awareness and satisfaction levels of student support services provided. The Office of Institutional Research collects and analyzes the data. The Program Review/Student Learning Outcomes Committee and the College Center Council, which consists of representatives from administration, faculty, classified staff, and students, review the report. The Student Support Services Program shares Program Review recommendations in annual Program Review/SLO reports. The department reviews the recommendations made as a consequence of this process at specified intervals to ensure that appropriate action is occurring. The department uses results to maintain and improve programs and may use them to drive future budget allocations and planning. [Evidence: IIB.22, IIB.23, IIB.24, IIB.25, IIB.26, IIB.27, IIB.28, IIB.29, IIB.48, IIB.49, IIB.168, IIB.169, IIB.170, IIB.171, IIB.295, IIB.550]

#### Student Learning Outcomes

Through the program review process for all student support services, each program establishes measurable student learning outcomes (SLOs). All student support services faculty and staff have developed SLOs for their respective areas and have designed these SLOS to identify outcomes in each program area and an assessment component to measure them. Faculty and staff analyze evaluation results of assessments to determine if our efforts contribute to student success and achieve student learning outcomes. Through discussion and feedback at the department level, results may lead to decisions as to where to focus on strengthening services and how to allocate resources. Once faculty and staff collect data from the student surveys, student support services faculty and staff can make the necessary improvements to enhance student development and success. [Evidence: IIB.8, IIB.9, IIB.10, IIB.11, IIB.12, IIB.13, IIB.14, IIB.15, IIB.16, IIB.17, IIB.18, IIB.19, IIB.20, IIB.21, IIB.30, IIB.31, IIB.32, IIB.33, IIB.34, IIB.35, IIB.36, IIB.37, IIB.38, IIB.39, IIB.40, IIB.41, IIB.42, IIB.43, IIB.48, IIB.168, IIB.170, IIB.172, IIB.296, IIB.550]

#### Employee Evaluations

All employees, including certificated, classified, and administrators, go through a periodic evaluation. The purpose of evaluations is to provide faculty, staff and administrators with feedback from students, peers, and supervisors to improve services to students. [Evidence: IIB.542, IIB.543, IIB.544, IIB.545, IIB.546, IIB.547, IIB.548, IIB.549, IIB.551, IIB.552]

#### Surveys and Assessments

CCCC Student Support Services has implemented a variety of surveys and assessments to measure student satisfaction, including the Community College Survey of Student Engagement, Financial Aid Student Satisfaction Survey, Clovis Transportation Survey, the program review process, student learning outcomes assessments, Student Health Needs Assessment, faculty and staff evaluations, online satisfaction assessments, express counseling surveys, online orientation surveys, online probation workshop surveys, and Registration-to-Go surveys. Additionally, the SARS (Scheduling and Reporting System) calendaring system allows for the Student Support Services Departments to track the number of student services which departments use to assess

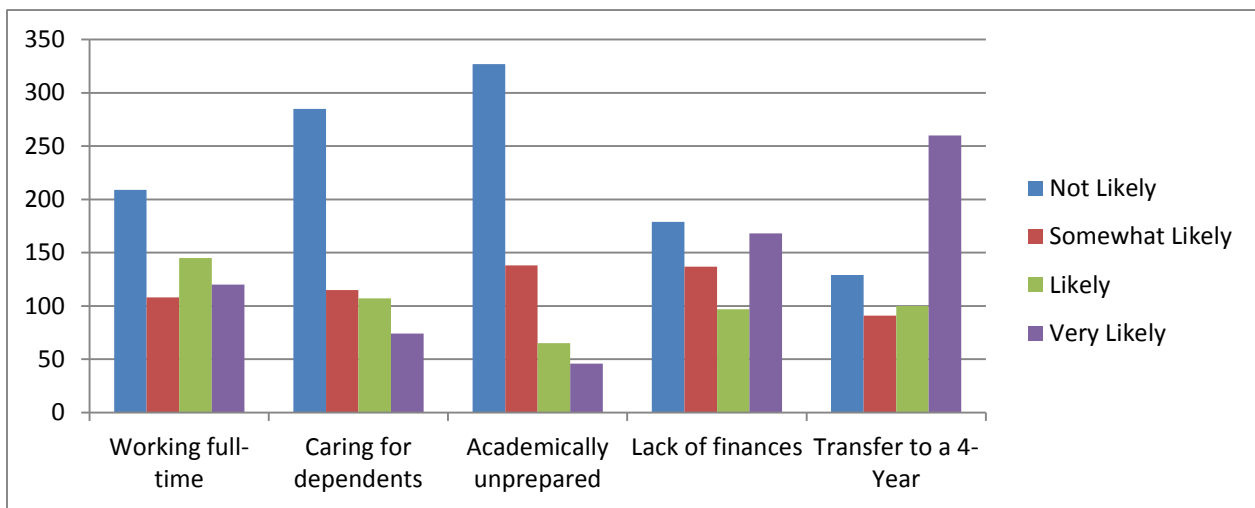
the student/staff ratio. [Evidence: IIB.63, IIB.64, IIB.65, IIB.66, IIB.67, IIB.140, IIB.141, IIB.288, IIB.289, IIB.290, IIB.291, IIB.292, IIB.548]

**Self Evaluation**

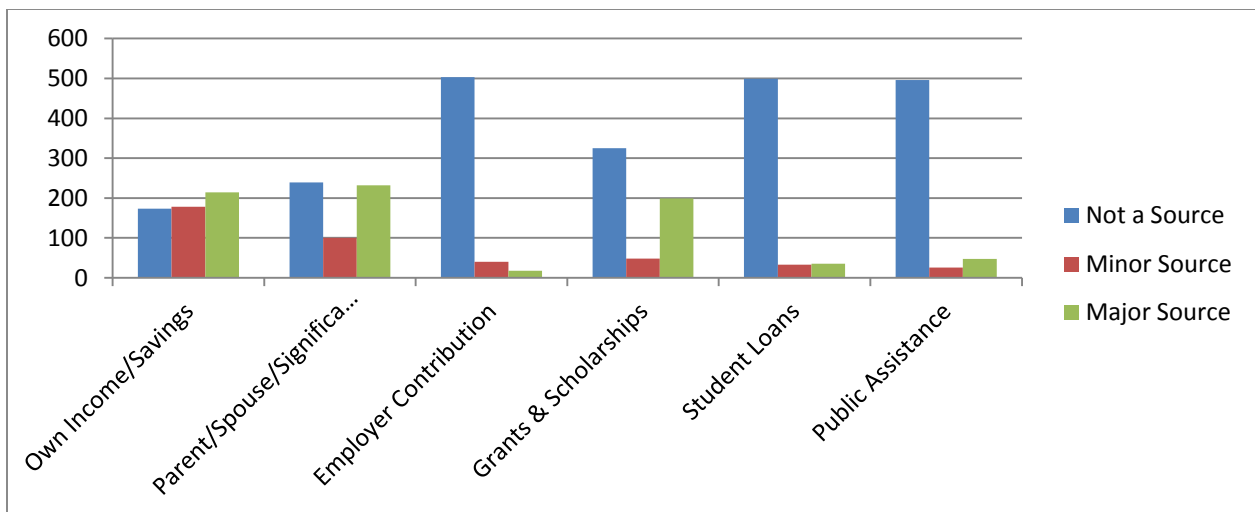
CCCC meets this standard. The results of the 2013 Accreditation Survey showed that 96 percent of the CCCC faculty and staff strongly agree and/or agree that the academic counseling services provided at CCCC are helpful to the overall success of our students. [Evidence: IIB.146 q. 19]

The results of the 2014 CCSSEE provide the following data:

Item #14: How likely is it that the following issues would cause you to withdraw from class or from this college?



Item #18: Indicate which of the following are sources you use to pay your tuition at this college.



[Evidence: IIB.52, IIB.53, IIB.54, IIB.55, IIB.146]

**Actionable Improvement Plans**

None

## Evidence List

<b>Document #</b>	<b>Document Title</b>
<b>IIB.1</b>	Academic Counseling SEP Website
<b>IIB.2</b>	How to Read SEPA 2014
<b>IIB.3</b>	Student Educational Plan Abbreviated SEPA 2014
<b>IIB.4</b>	Student Educational Plan Comprehensive SEPC 2014
<b>IIB.5</b>	Strategic Plan Priorities Year 2014-2015
<b>IIB.6</b>	Strategic Plan 2013-2017
<b>IIB.7</b>	Strategic Plan SCCCD 2012-2016
<b>IIB.8</b>	Assessment Timeline- Counseling 2 FA12-SP14
<b>IIB.9</b>	Assessment Timeline- Counseling 3A FA12-SP14
<b>IIB.10</b>	Assessment Timeline- Counseling 47 FA12-SP14
<b>IIB.11</b>	Assessment Timeline- Counseling 120 FA12-SP14
<b>IIB.12</b>	Assessment Timeline- Counseling 263 FA12-SP14
<b>IIB.13</b>	Assessment Timeline- Counseling Program FA12-SP14
<b>IIB.14</b>	Assessment Timeline- Student Activities FA14-SP16
<b>IIB.15</b>	Program Assessment Report for Noninstruction Assessment 2012
<b>IIB.16</b>	Program Assessment Report for Noninstruction FAQs 2012
<b>IIB.17</b>	Program Assessment Report for Noninstruction Honors 2012
<b>IIB.18</b>	Program Assessment Report for Noninstruction Live Help 2012
<b>IIB.19</b>	Program Assessment Report for Noninstruction NSW 2012
<b>IIB.20</b>	Program Assessment Report for Noninstruction Probation 2012
<b>IIB.21</b>	Program Assessment Report for Noninstruction Transfer 2012
<b>IIB.22</b>	Program Review Counseling Department 2012
<b>IIB.23</b>	Program Review & SLO Annual Update Counseling 2012-2013
<b>IIB.24</b>	Program Review & SLO Annual Update Counseling 2013-2014
<b>IIB.25</b>	Program Review & SLO Operating Agreement 2012
<b>IIB.26</b>	Program Review Cycle Three Handbook
<b>IIB.27</b>	Program Review Financial Aid 5-1-14
<b>IIB.28</b>	Program Review & SLO Annual Progress Report Student Activities 2013
<b>IIB.29</b>	Program Review Admissions & Records Final Report FA13
<b>IIB.30</b>	SLO Mapping Grid Counseling 2
<b>IIB.31</b>	SLO Mapping Grid Counseling 3A
<b>IIB.32</b>	SLO Mapping Grid Counseling 47
<b>IIB.33</b>	SLO Mapping Grid Counseling 120
<b>IIB.34</b>	SLO Mapping Grid Counseling 263
<b>IIB.35</b>	SLO Mapping Grid Counseling Program
<b>IIB.36</b>	SLO Mapping Grid DSPS



<b>IIB.37</b>	SLO Report Form 2012-2013 Counseling
<b>IIB.38</b>	SLO Report Form FA12 High School Enrichment
<b>IIB.39</b>	SLO Report Form FA12 Probation
<b>IIB.40</b>	SLO Report Form SP11 NSW Orientation
<b>IIB.41</b>	SLO Report Form SP12 Honors
<b>IIB.42</b>	SLO Report Form FA12 Express Counseling
<b>IIB.43</b>	SLO Report Form SP13 Express Counseling
<b>IIB.44</b>	SLOs Student Services 2012
<b>IIB.45</b>	SLOs, PLOs, GELOs Admissions & Records FA10
<b>IIB.46</b>	SLOs Admission & Records
<b>IIB.47</b>	SLOs Student Services WI & RC 2012-2014
<b>IIB.48</b>	Program Review & SLO Annual Report Financial Aid 2013
<b>IIB.49</b>	Program Review Student Activities Final Draft 3-26-14
<b>IIB.50</b>	CCC Apply Application Splash Page
<b>IIB.51</b>	Admissions Application Data Collection on Services SP12-FA13
<b>IIB.52</b>	CCSSE Key Findings 2013
<b>IIB.53</b>	CCSSE Results Means 2012
<b>IIB.54</b>	CCSSE Accreditation Guide for WASC-ACCJC
<b>IIB.55</b>	CCSSE Frequency Distribution Results 2012
<b>IIB.56</b>	Online Orientation Survey 2012
<b>IIB.57</b>	Online Orientation New & Improved 2014
<b>IIB.58</b>	Online Orientation Updates 2012
<b>IIB.59</b>	Online Orientation Website
<b>IIB.60</b>	Online Orientation Storyboard Draft 2014
<b>IIB.61</b>	Online Orientation Quiz Question Analysis SP12-SP14
<b>IIB.62</b>	Online Orientation Knowledge Gap Assessment SP12-SP14
<b>IIB.63</b>	Online Orientation Student Satisfaction Survey Results 2012-2013
<b>IIB.64</b>	Online Orientation Student Satisfaction Survey Results 2013-2014
<b>IIB.65</b>	Online Orientation Student Satisfaction Survey Results FA12
<b>IIB.66</b>	Online Probation Workshop Report 2013-2014
<b>IIB.67</b>	Online Probation Workshop Student Satisfaction Results 2 Weeks 2013
<b>IIB.68</b>	Online Probation Workshop Presentation 2013
<b>IIB.69</b>	Online Probation Workshop Storyboards
<b>IIB.70</b>	Online Probation Workshop Quiz Question Analysis
<b>IIB.71</b>	Online Probation Workshop Blackboard Instructions
<b>IIB.72</b>	Online Probation Workshop BOT Report November 2013
<b>IIB.73</b>	SARS Grid Manual
<b>IIB.74</b>	SARS Software Products
<b>IIB.75</b>	SARS Grid Information Sheet
<b>IIB.76</b>	SARS Communication Log
<b>IIB.77</b>	SARS Alert Data FA11-SP14

<b>IIB.78</b>	SARS Alert Introduction
<b>IIB.79</b>	DSPS Accommodation Form
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<b>IIB.490</b>	MLA Style Guide
<b>IIB.491</b>	MLA Sample Annotation
<b>IIB.492</b>	MLA Citations and Quotations
<b>IIB.493</b>	Tutor Handbook FA13
<b>IIB.494</b>	Tutorial Center Brochure
<b>IIB.495</b>	Tutorial Center Faculty Resources Brochure
<b>IIB.496</b>	Tutorial Center Bookmarks SP13
<b>IIB.497</b>	Tutorial Center Workshops Flyer SP13
<b>IIB.498</b>	Tutorial Center Transitions Handout
<b>IIB.499</b>	Tutorial Center Passive Voice Handout
<b>IIB.500</b>	Tutorial Center Learning Style Inventory
<b>IIB.501</b>	Tutorial Center Google Handout
<b>IIB.502</b>	Tutorial Center IS Tutoring Flyer
<b>IIB.503</b>	Tutorial Center History and Political Science Tutoring Flyer
<b>IIB.504</b>	Tutorial Center Group Tutoring Flyer
<b>IIB.505</b>	Tutorial Center Free Tutoring Flyer
<b>IIB.506</b>	Tutorial Center Gardner's Multiple Intelligence Posters
<b>IIB.507</b>	Tutorial Center Second Week Flyer
<b>IIB.508</b>	Tutorial Center Finals Week Hours
<b>IIB.509</b>	Tutorial Center New Hours Flyer
<b>IIB.510</b>	Tutorial Center Reviewing Introductions and Conclusions Workshop Flyer
<b>IIB.511</b>	Tutorial Center Videos Link
<b>IIB.512</b>	Tutorial Center Orientation
<b>IIB.513</b>	Tutorial Center New Faculty Orientation Presentation FA14
<b>IIB.514</b>	Tutorial Center Write Now Newsletters
<b>IIB.515</b>	Tutorial Center Application to Tutor FA14
<b>IIB.516</b>	Tutorial Center Volunteer Tutoring Agreement
<b>IIB.517</b>	Tutorial Center Tutoring Agreement for Units
<b>IIB.518</b>	Tutorial Center Counseling 2 Syllabus FA14
<b>IIB.519</b>	Tutorial Center Counseling 2 SLO Survey FA13
<b>IIB.520</b>	Tutorial Center Tutor Recommendation Form FA14
<b>IIB.521</b>	Veterans Blackboard Website
<b>IIB.522</b>	Veterans Services Brochure FA14
<b>IIB.523</b>	Online Counseling Website
<b>IIB.524</b>	Online Courses WebAdvisor Search Tool
<b>IIB.525</b>	Online New Student Orientation Email

<b>IIB.526</b>	Clovis Community College Center Website
<b>IIB.527</b>	Learning Communities Schedule FA14
<b>IIB.528</b>	Learning Communities Section Numbering Email 8-21-14
<b>IIB.529</b>	Gay Straight Alliance Club Agendas
<b>IIB.530</b>	Gay Straight Alliance Club Minutes
<b>IIB.531</b>	Counseling Meeting Schedules 2012-2015
<b>IIB.532</b>	Counseling Meeting Agendas 2012-2013
<b>IIB.533</b>	Counseling Meeting Minutes 2012-2013
<b>IIB.534</b>	Counseling Meeting Agendas 2013-2014
<b>IIB.535</b>	Counseling Meeting Minutes 2013-2014
<b>IIB.536</b>	Counseling Meeting Agendas 2014-2015
<b>IIB.537</b>	Counseling Meeting Minutes 2014-2015
<b>IIB.538</b>	Counseling Trainings 2012-2014
<b>IIB.539</b>	Counseling Updates 2012-2014
<b>IIB.540</b>	Counseling Updates Presentation Flex Day FA12
<b>IIB.541</b>	Counseling Flex Day Forms 2012-2014
<b>IIB.542</b>	SCFT Full-Time Contract 2012-2015
<b>IIB.543</b>	SCFT Part-Time Contract 2012-2015
<b>IIB.544</b>	Counseling Session Observation Form
<b>IIB.545</b>	Counselor Self Evaluation Form
<b>IIB.546</b>	Professional Activities Evaluation
<b>IIB.547</b>	Standards of Practice for Cal Comm Coll Counseling Faculty & Programs
<b>IIB.548</b>	Student Counseling Survey Form
<b>IIB.549</b>	The Role of Counseling Faculty and Delivery of Counseling Services
<b>IIB.550</b>	Program Review Counseling Annual Progress Report 2011-2012
<b>IIB.551</b>	Student Equity Plan FA14
<b>IIB.552</b>	Student Success and Support Program Plan 2014
<b>IIB.553</b>	Veterans Academic Counseling Services Flyer
<b>IIB.554</b>	Veteran's Resource Fair and Luncheon Flyer FA14
<b>IIB.555</b>	Child Development Center Parent Handbook FA13
<b>IIB.556</b>	Child Development Center Waitlist Application
<b>IIB.557</b>	Child Development Center Fall Newsletter FA13
<b>IIB.558</b>	Child Development Center Fall Newsletter FA14
<b>IIB.559</b>	Child Development Center Year End Family Picnic SP13
<b>IIB.560</b>	Child Development Center Family Orientation Presentation
<b>IIB.561</b>	Student Conduct Standards and Grievance Procedures
<b>IIB.562</b>	Stall Street Journals SP13
<b>IIB.563</b>	Stall Street Journals 2013-2014
<b>IIB.564</b>	Stall Street Journals FA14
<b>IIB.565</b>	ECPC Minutes Discussing Curriculum and Articulation

<b>IIB.566</b>	Agreement by Student Employee to Maintain Confidentiality
<b>IIB.567</b>	Educational Enrichment Program Presentation 2014
<b>IIB.568</b>	Educational Enrichment Program Presentation SP15
<b>IIB.569</b>	CCCAP Academic Calendar
<b>IIB.570</b>	CCCAP Schedule & Book Estimate FA12
<b>IIB.571</b>	CCCAP Junior Letter 2012-2015
<b>IIB.572</b>	CCCAP Parent Orientation Presentation Clovis East FA14
<b>IIB.573</b>	CCCAP Clovis East Operating Procedures FA14
<b>IIB.574</b>	CCCAP Clovis North Operating Procedures FA14
<b>IIB.575</b>	CCCAP Clovis East Advisory Committee Agenda FA14
<b>IIB.576</b>	CCCAP Clovis North Advisory Committee Agenda FA14
<b>IIB.577</b>	CCCAP Clovis North Student Agreement 2012-2015
<b>IIB.578</b>	CCCAP Clovis East Student Agreement 2014-2015
<b>IIB.579</b>	CCCAP Midterm Grade Report Memo SP14
<b>IIB.580</b>	Learning Community Data FA11
<b>IIB.581</b>	Learning Community Data FA11 & FA12
<b>IIB.582</b>	Assessment Timeline Health Services FA12-SP14
<b>IIB.583</b>	FERPA Release Form 2014
<b>IIB.584</b>	Datatel User Authorization Form
<b>IIB.585</b>	Title 5 Regulations Webpage
<b>IIB.586</b>	Hershey Login Instructions
<b>IIB.587</b>	HIPPA Regulations
<b>IIB.588</b>	SCCCD Server Backup and Retention Reporting
<b>IIB.589</b>	Career Tech Night 2014
<b>IIB.590</b>	Program Review Data Honors Program 2009-2014
<b>IIB.591</b>	Honors Students Demographics 2009-2014
<b>IIB.592</b>	SARS to Datatel Chart Updated 2014
<b>IIB.593</b>	Application for AA-T or AS-T Verification
<b>IIB.594</b>	AA-T & AS-T Degrees Flyer
<b>IIB.595</b>	Agreement by DSPS Student Employee to Maintain Confidentiality

## Standard IIC

# Library and Learning Support Services



### Clovis Community College Center Mission Statement: *Creating Opportunities—One Student at a Time*

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

## **STANDARD II.C Library and Learning Support Services**

Library and other learning support services for students are sufficient to support CCCC's instructional programs and intellectual, aesthetic, and cultural activities campus wide and in a variety of formats. CCCC provides access and training to students so that library and other learning support services may be used effectively and efficiently. CCCC systematically assesses these services using student learning outcomes, program review, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

**II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

CCCC has a library, Tutorial Center, an open computer lab, and four enhanced computer labs. In addition, three wireless laptop carts each holding 33 computers can be rolled to any room on campus for student use. Students have access to free wireless Internet on campus and free computer Internet access in the library and classroom computers.

**II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

### **Descriptive Summary**

CCCC Library plays an indispensable role in the college's mission by providing broad and in-depth instructional support materials in print, multimedia, and electronic formats that "embrace diversity and serve all students of the community" as well as "support student success...through the career/technical certificates degrees, and transfer programs." The library has been open since Fall 2010 in the 7732-square-foot dedicated facility. Students heavily and increasingly utilize all aspects of the library including the 20 desktop computers, three study rooms, and seating areas for up to 186 occupants. To accommodate the growing demand for computers in the library, the library has acquired ten iPad and Surface Pro tablets intended for in-library use for research, Blackboard course access, and writing assignment activities. [Evidence: IIC.40]

Library holdings currently include over 12,000 print, periodical, and media resources. Two academic e-book collections and 26 research databases that are available through shared subscriptions with Reedley College round out the library's collection. The research databases and e-books support the information needs of both traditional and distance education students as they are available at all hours of the day from any location. In addition, students can access the library's online library catalog on campus or remotely at any time and as it is a consolidated district-wide catalog, it offers students access to a selection of an additional 85,000 print books from all four district libraries that students can request and have sent to a selected campus within two to three days. The library's website provides access to the district-wide online library catalog, research databases, a collection of selected and evaluated websites, tutorials and guides to finding and using information, forms for requesting books, media and library instruction sessions, and general information about library resources and services. [Evidence: IIC.52]



CCCC staffs the library with one full-time librarian, one full-time library services assistant, one permanent part-time library assistant I, one part-time student assistant, and a varying number of federal work study student aides. Library operations function under the dean of instruction. To ensure that the library’s collection effectively meets student learning needs, the library implements a number of methods for review and evaluation. The Library Liaison Committee comprised of representations from all curricular departments, staff, and a student body representative works closely with the library staff to assure that the library identifies and acquires relevant curriculum-related materials. The Library Liaison Committee received a commendation from the ACCJC Accreditation team in October 2011 for effectively enabling faculty, staff members, deans, counselors, and student leadership to build a collection particularly suited to CCCC’s students and curriculum: “The enthusiasm, commitment, esprit de corps, and intellectual responsibility of the Committee members is remarkable and a model for similar organizations on other campuses.” [Evidence: IIC.54 p.7, IIC.41, IIC.53]

The library continuously encourages the campus community to recommend library resources through collaborative opportunities with the library staff and subject faculty, staff, and students, email announcements, and the Books/Media request form available in the library and on its website <http://www.cloviscenter.com/index.aspx?page=411>. The library currently observes the guidelines of the Reedley College Collection Development Policy. The librarian keeps apprised of new or developing courses and programs and specialized themes in ongoing courses and honors seminars through participation on the Student Success Committee and communication with subject faculty and relevant committee minutes in order to provide pertinent instructional support materials. In addition, the librarian uses and shares with the Library Liaison Committee members professional and popular review sources, academic library collection guides, publishers’ catalogs, and vendor-supplied collection development resources to ensure the quality and appropriateness of the library’s collection. The CCCC Curriculum Committee designed a Course Outline of Record form that includes a section where the instructor can designate recommended instructional support materials the library may consider acquiring. [Evidence: IIC.55]

CCCC allocates a materials budget to the library each year with funds drawn from various sources, including lottery funds. The library uses budget funds for the purchase of circulating print and media sources, reference materials, and print periodicals subscriptions.

Library Expense Detail: 12-50 (45)-221010 & 11-50 (45)-221010					
Fund	Object	2011	2012	2013	2014
	96810 -Library Books:				
<b>12</b>	LT5	1,088	16,206	28,652	45,740
	95235 -Hardware Maint. & Lic.				
<b>12</b>	LT5	1,398	11,566	6,633	10,990
	94410 - Office Supplies				
<b>11</b>	XX0	0	0	0	0
	<b>Total:</b>	<b>\$2,486</b>	<b>\$27,772</b>	<b>\$35,285</b>	<b>\$56,730</b>

Library Copier & Fine Detail: 87-50 (45)-516425					
Fund	Object	2011	2012	2013	2014
<b>87</b>	88951 -Library Fines:	914.00	879.25	922.70	1,276.50
	88952 -Copy Charges:	5,474.30	10,140.00	8,623.50	9,999.28
	<b>Total Revenue:</b>	<b>6,388.30</b>	<b>11,019.25</b>	<b>9,546.20</b>	<b>11,275.78</b>
	94490 - Other Supplies	361.20	1,840.49	296.34	11,043.29
	95590 - Miscellaneous	18,247.70	1,855.26	12,923.39	11,912.72
	<b>Total Expenses:</b>	<b>18,608.90</b>	<b>3,695.75</b>	<b>13,219.73</b>	<b>22,956.01</b>
	<b>Net Revenue:</b>	<b>(12,220.60)</b>	<b>7,323.50</b>	<b>(3,673.53)</b>	<b>(11,680.23)</b>

In addition, the library has sought and received additional funding through SCCCD Foundation mini grant applications. The most recent award was \$500 in fiscal year 2012 for the development of current critical national and global issues publications to support pertinent student assignments. [Evidence: IIC.48]

In collaboration with the English faculty, the library has sponsored banned books readings in the library each year during the last week of September since 2009 in conjunction with the nationwide Banned Book Week. Faculty, staff, and students read during a designated time slot and the event draws individuals as well as entire classes, some of whom receive extra credit for their participation. The art department has held student art exhibits in the library and invited the campus to an open house viewing. The library promotes all events through fliers, email announcements, and the campus student events calendar. Additionally, the library staff creates thematic displays of library print and media materials in the library and display units, which feature cultural diversity, current topics, festivals, and more. [Evidence: IIC.47]

The CCCC Tutorial Center offers one-on-one and small group tutoring in a variety of subjects, including biology, business, chemistry, economics, information systems, math, philosophy, physics, psychology, reading, Spanish, and writing. In addition, students can attend scheduled workshops, and take a learning style assessment and create a study plan with a tutor. Both full-time and part-time faculty members, as well as peer tutors, staff the Tutorial Center. The Tutorial Center coordinators recruit tutors via recommendations from faculty, counselors, and staff, and these students have demonstrated academic expertise in their specific subject area. CCCC pays tutors for their service or offers course credit for their tutoring hours. The Tutorial Center receives funding from the CCCC's general budget as well as from Basic Skills, Student Support Services/Science, Technology Engineering, and Math grant monies. [Evidence: IIC.3, IIC.4]

Both the Tutorial Center Advisory Committee and the Student Success Committee advise the CCCC Tutorial Center on a variety of issues, including but not limited to students' needs, services provided, pilot programs, outreach to students and faculty, and data collection and research. In addition, the Tutorial Center directors are standing members of the Student Success Committee. As such, they participate in broader conversations about student success on campus, ensuring that Tutorial Center activities and services integrate into the campus's student success initiatives. [Evidence: IIC.6, IIC.56, IIC.57, IIC.58]

CCCC has one computer lab open to students on campus with eighty-four personal computers and three Mac workstations. Students may use computers on a first-come, first-served basis. Computers have Internet access and course specific software, including Microsoft Office Suite, Adobe Web and engineering design software. The library has twenty-three computers available for student use on a first-come, first-served basis. Staffing of the lab includes one full-time resource technician, three part-time lab technicians, and a varying number of student aides. All classrooms have Smart Panels enabling DVD/VCR, laptop and computer projection. All classrooms have a special whiteboard called "Walltalker" that allows for projection without the flashback, and instructors may also use it as a regular whiteboard.

**Self-Evaluation**

CCCC meets this standard. CCCC's combined library and learning support resources are currently adequate to support student learning needs.

Evaluation of library resources and services includes feedback from students and faculty through surveys and anecdotal information, books/media purchase request forms available on the website and in the library, ongoing analysis of the circulation data, the collection of comprehensive library services and resource statistics, and the program review process.

In a Spring 2013 Student Library Satisfaction Survey, 97 percent of students were satisfied with the quality of resources and the type of content of research databases. Circulation statistics of print books reflect a 62 percent increase during the last four years.

The 2013 Faculty and Staff Accreditation Survey revealed that 95 percent of respondents combined strongly agreed or agreed that the library depends upon their participation in library collection development activities:

<b>25. For Library and other learning support services, the College Center relies on the faculty in the selection and maintenance of books and/or other library materials.</b>			
<b><i>n</i> = 78, <i>M</i> = 4.51, <i>SD</i> = 0.64</b>	<b>Frequency</b>	<b>Valid %</b>	<b>Cumulative %</b>
<b>Strongly Agree</b>	<b>45</b>	<b>57.7</b>	<b>57.7</b>
<b>Agree</b>	<b>29</b>	<b>37.2</b>	<b>94.9</b>
<b>No Opinion/ Does not Apply</b>	<b>3</b>	<b>3.8</b>	<b>98.7</b>
<b>Disagree</b>	<b>1</b>	<b>1.3</b>	<b>100.0</b>

This survey also indicated that 90.2 percent combined strongly agreed or agreed that the print and electronic resources were adequate:

<b>27. The library's books, periodicals, electronic databases, and other resources are adequate to meet the needs of students and instructors.</b>			
<b><i>n</i> = 82, <i>M</i> = 4.30, <i>SD</i> = 0.84</b>	<b>Frequency</b>	<b>Valid %</b>	<b>Cumulative %</b>
<b>Strongly Agree</b>	<b>39</b>	<b>47.6</b>	<b>47.6</b>
<b>Agree</b>	<b>35</b>	<b>42.6</b>	<b>90.2</b>
<b>No Opinion/ Does not Apply</b>	<b>2</b>	<b>2.4</b>	<b>92.7</b>
<b>Disagree</b>	<b>6</b>	<b>7.3</b>	<b>100.0</b>

Upon achieving college status, the library will assume full responsibility for the purchase of all electronic resources including research databases, streaming video collections, citation software, and e-books. The library is committed to building a collection of resources and services sufficient in breadth, depth, scope, accessibility and size commensurate with the Center's expanding curriculum and student enrollment.

The CCCC Tutorial Center relies on the input of faculty as well as best practices in writing center and tutorial center theories to develop its services. In addition to gathering faculty opinions from the appropriate constituencies, it also gathers information about student needs from students themselves through exit surveys. Results from the Spring 2013 exit surveys indicate that students are pleased with the Tutorial Center's services. One student wrote, "This is my 1<sup>st</sup> time. I was very pleased with the help I received." Another commented, "The tutors are freaking amazing by the way! Very ... No, extremely helpful! THANKS for all you do." Students primarily suggested that the Tutorial Center extend services through additional hours of operation and additional tutors. For example, "Stay open later," "additional hours," and "be open Friday!" In Fall 2014, the Tutorial Center added more hours of operation in the evenings and on Fridays to better meet students' needs. [Evidence: IIC.50, IIC.51]

Additionally, the Tutorial Center coordinators work with instructors to design support materials or tutorial sessions for specific assignments. For example, the coordinator designed an organizer for a political science essay assignment, which assisted students with the assignment and encouraged them to make appointments with a writing tutor. The coordinator also worked with a biology instructor to design tutorials that helped students prepare for timed writing. [Evidence: IIC.32, IIC.35]

### **Actionable Improvement Plans**

None.

**II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

## **Descriptive Summary**

The CCCC Library supports the college's mission to "foster critical, creative, and engaged thinking" and "support student success" by emphasizing information competency, intellectual independence, and lifelong learning skills in all students, regardless of their educational goals. An integral part of the library program is teaching information competency skills and enhancing this instruction across the curriculum and through a variety of venues.

Currently, the librarian implements information competency skills instruction in the following ways:

*On-demand instruction* is a teaching and learning activity in which the librarian instructs students in the location of print and electronic materials, clarification of their topic assignment, use of the library catalog, construction of effective search strategies, awareness of ethical practices, and assistance in citing sources. This occurs in face-to-face, e-mail, and phone interactions. Increasingly, students are requesting formal research sessions where a time is set to meet with the librarian and participate in extended research assistance and information literacy instruction.

The librarian also answers *directional questions*, which can often lead to on-demand instruction. These transactions generally involve instructing students in how to use basic technologies and computer applications, including Blackboard, Word, image adjustments, printing services, and informing individuals of the location of services within and outside the library and how to access various library services.

The librarian collaborates with subject faculty to execute *course-integrated classroom research instruction* every semester. The librarian introduces students to the types of academic resources the library offers, teaches techniques to effectively search and evaluate these resources, and guides students in the value and techniques of citation. The librarian reserves a computer lab for each library research session, thereby providing students an optimal learning experience as they immediately interact with the resources and apply the skills introduced in the research session. Each semester the librarian sends an invitation to all full-time and adjunct faculty in both day and evening courses encouraging them to reserve a library instruction research session. Forms for requesting these sessions are always available in the library and from the Library's website. [Evidence: IIC.39]

The librarian recently added *Library Skills 1: Research Skills*, a one-unit transferable course, to the CCCC selection of courses. The librarian offered the course on campus in its first semester, but due to a shortage of classroom space, it has migrated to a distance education course. This change resulted in a 50 percent increase in enrollment and extends this information competency instruction to all students regardless of their location. [Evidence: IIC.45, IIC.46]

The library provides an array of *informational handouts*: research database descriptions and remote access instructions, APA and MLA citation guides, faculty-collaborated subject guides for art resources guide, American Revolution, research process online tutorials, and librarian selected web sites. [Evidence: IIC.44]

The Tutorial Center staff conducts outreach to faculty across the disciplines. At the beginning of each semester, the Tutorial Center Coordinator invites instructors to collaborate with the Tutorial Center to promote student success. Tutorial Center representatives visit classes and present on tutorial services, learning styles, or specific writing concerns. [Evidence: IIC.7, IIC.8, IIC.33, IIC.36, IIC.37]

The Tutorial Center also provides instruction to help students gain information competency through on-demand workshops on MLA and APA formats and Avoiding Plagiarism. Students can meet one-on-one with a tutor, review a concept, and practice applying the concept to their own work. [Evidence: IIC.29, IIC.30, IIC.31, IIC.34]

### Self-Evaluation

CCCC meets this standard. The library provides both formal and informal methods of information competency instruction to students. On-demand instruction has increased 95 percent during the last four years. This complements the results of the 2013 Student Library Satisfaction Survey in which 95 percent of participants were “very satisfied or “satisfied” with the research assistance they received. During this same time span, directional questions have increased 71 percent.

<b>CCCC Library Yearly Statistic Comparison</b>	<b>2010- 2011</b>	<b>2011- 2012</b>	<b>2012- 2013</b>	<b>2013- 2014</b>
<b>On-Demand Instruction</b>				
<b>Total</b>	1349	1665	1788	2624
<b>Average Daily</b>	7	8	8	13
<b>Directional Questions</b>				
<b>Total</b>	1575	1829	2063	2693
<b>Average Daily</b>	8	9	10	13

Course-integrated library research instruction sessions have become a mainstay of information competency instruction on campus. Collaborative opportunities have strengthened between the librarian and subject faculty, resulting in focused sessions that highlight resources and information literacy skills that help students to accomplish their assignments and gain confidence in doing research. The librarian makes faculty aware of the value of a library research instruction session each semester through e-mail and print invitations and the availability of a request form accessible both on the library’s website and in the library.

<b>Course- integrated library instruction sessions</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Total # of sessions</b>	72	73	74	72
<b>Total attendance</b>	2531	2262	2580	2351

<b># of Computer Lab Sessions % of sessions using Lab Citation Style introduction Course Types</b>	59	66	55	64
	82%	90%	74%	89%
	72	69	58	76
	Art	Biology	Biology	Biology
	Biology	Child Development	Communication	Communication
	Business	Communication	Counseling	English
	Communication	Counseling	English	Health
	Counseling	English	Information Systems	Linguistics
	English	Information Systems		Counseling
	Information Systems	Political Science		

The majority of Faculty and Staff Accreditation Survey respondents recognized the library and learning support services instructional activities in information competency:

<b>26. The College Center provides ongoing training for users of library and other learning support services to develop information competency</b>			
<i>n</i> = 96, <i>M</i> = 4.47, <i>SD</i> = 0.65	<b>Frequency</b>	<b>Valid %</b>	<b>Cumulative %</b>
<b>Strongly Agree</b>	<b>51</b>	<b>53.1</b>	<b>53.1</b>
<b>Agree</b>	<b>41</b>	<b>42.7</b>	<b>95.8</b>
<b>No Opinion/ Does not Apply</b>	<b>2</b>	<b>2.1</b>	<b>97.9</b>
<b>Disagree</b>	<b>2</b>	<b>2.1</b>	<b>100.0</b>

The Tutorial Center outreach to students and faculty ensures greater awareness of available services. The Tutorial Center keeps records on the number of presentations that coordinators give to classes and students from semester to semester.

<b>Tutorial Center Presentations by Semester</b>					
	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014
<b>Number of classes visited</b>	19	13	16	13	TBD
<b>Number of students reached</b>	725	411	736	321	TBD

Tutorial Center staff note that faculty request fewer presentations in spring semesters than in fall semesters, and they work on continually encouraging faculty to promote tutorial services to their students even if they do not request a presentation.

Furthermore, the workshops offered in the Tutorial Center provide students with more individualized instruction about information competency and ethical use of source material. The Tutorial Center coordinators acknowledge the difficulty of segregating the variables that impact student success in order to measure the efficacy of any tutorial services. However, the coordinators are looking into ways to measure the efficacy of workshops in future semesters. Overall, data indicates that students who use tutorial services are more successful in class and have greater retention rates.

Table 1: GPA, success and retention rates of students using the Tutorial Center

<b>Fall 2013</b>	<b>GPA</b>	<b>SUCC</b>	<b>RETEN</b>
<b>0-5 hours per term</b>	<b>2.28</b>	<b>70.0</b>	<b>94.9</b>
<b>5+ hours per term</b>	<b>2.61</b>	<b>77.2</b>	<b>95.3</b>
<b>No Tutoring</b>	<b>2.26</b>	<b>67.3</b>	<b>89.5</b>
<b>Spring 2014</b>	<b>GPA</b>	<b>SUCC</b>	<b>RETEN</b>
<b>0-5 hours per term</b>	<b>2.51</b>	<b>75.0</b>	<b>95.0</b>
<b>5+ hours per term</b>	<b>2.67</b>	<b>83.0</b>	<b>97.0</b>
<b>No Tutoring</b>	<b>2.34</b>	<b>67.0</b>	<b>90.0</b>

### **Actionable Improvement Plans**

None.

**II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

### **Descriptive Summary**

The library is open 56 hours a week in the fall and spring semesters and 39 hours a week during the summer session: Monday-Thursday 8:00 a.m.-8:00 p.m. and Fridays 8:00 a.m.-3:00 p.m. Summer session hours are Monday-Thursday 8:00 a.m.-4:00 p.m. The days the library was open dropped in the years 2011-12 and 2012-13 due to the reduced length of summer session. In the future, the library anticipates being open sufficiently through all three semester sessions, particularly as summer sessions expand, in order to provide equity of access to all services. [Evidence: IIC.38]

The library's website offers access to resources and most services on and off campus at any hour. From the website, students, faculty and staff can access the online library catalog of print, media, and e-book sources. Almost all research databases and both e-book collections are available to students off campus. An EZproxy platform that requests the student/faculty identification number as username and password provides remote access to the e-books and research databases. Other services include the librarian's email for reference assistance, recommended websites,



citation guides, online tutorials surrounding information competency instruction, and request forms for library research instruction sessions and book or media recommendations.

The Tutorial Center is open 35 hours per week during the fall and spring semesters. The center is open Mondays, Tuesdays, and Wednesdays from 10:00-7:00, Thursdays from 10:00-4:00, and Fridays from 10:00-12:00. Services are also available Monday through Thursday from 10:00-2:00 during the summer session.

In addition to services offered in the Tutorial Center, students receive assistance from embedded tutors in their classes. Embedded tutors attend classes, assist with class activities, and provide a link between the classroom and the center. The CCCC Tutorial Center piloted the embedded tutoring program during Fall 2013 and Spring 2014 and has continued the program in the following academic year. In Summer 2014, all basic skills classes had embedded tutors. The Tutorial Center staff are tracking student success and retention data for these courses and will use that data to make improvements. [Evidence: IIC.4, IIC.27]

Students may access the open computer lab when the campus is open: Monday-Thursday from 7:30 a.m. to 8:00 p.m. and Fridays from 8:00 a.m. to 4:30 p.m. A full-time or part-time technician or student aid is available during these hours. All lab computer workstations offer Kurzweil 3000 text reading and e-book adaptable software. Additionally, two stations have Dragon Naturally Speaking software and a free downloadable Read Please rudimentary text reading program. Additionally, four computers offer Kurzweil software with scanning capability and two height adjustable tables to complete the special services for students in the computer lab.

### **Self-Evaluation**

CCCC meets this standard. Students have access to a variety of resources and learning support services on and off campus. The library offers the online library catalog, which allows users to locate, request, and renew print books, DVDs and audio books from the CCCC collection, as well as an additional approximately 85,000 print books from the other district libraries. Research databases and e-books are accessible remotely, and the latter are available in the online library catalog and separately through both the *ebrary* and *e-books on EBSCOHost* databases. Upon receiving college status, CCCC will assume sole selection and fiscal responsibility for all electronic resources, which ensure remote accessibility. [Evidence: IIC.44]

The CCCC Tutorial Center accommodates many students' schedules by providing services during both day time and evening hours. In fact, the center increased hours of operation over the past several years to the current availability to ensure that more students have access to academic support. [Evidence: IIC.4]

The 2014 CCSSE data indicates that academic support services are important to students. Out of 552 students, 39.6 percent responded that peer or other tutoring is "very important" and 32.6 percent responded that peer or other tutoring is "somewhat important." However, there is a contingent of students who are unaware of the availability of services. In response to the question "How often do you use the following services at this college?" 46.2 percent of respondents marked "Don't know/N.A." for peer or other tutoring and 49.1 percent marked "Don't know/N.A." for skill labs. These results suggest that students need more information about what

services the Center offers. In response, the Tutorial Center staff has developed a marketing plan to improve outreach to students and faculty. In addition to outreach to faculty, the Tutorial Center advertises services through campus signs, slides on television screens, and the *Write Now* newsletter, which tutors post outside of the center and in Academic Center Two. The Tutorial Center also advertises services by participating in campus events, such as Rocktoberfest and Spring Extravaganza. [Evidence: IIC.5, IIC.28]

### **Actionable Improvement Plans**

The Tutorial Center will develop online tutorial services for distance education students.

### **II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.**

#### **Descriptive Summary**

The library has a Radio Frequency Identification security system (RFID) system and security gates in place in all four entries/exits to the library and tags all print and media resources. RFID hardware and material tagging provides a high level of security and functionality for the library and its users including immediate alert of items removed without being checked out, and ease of use with a self-check-out station available in the library.

The printers and copy machine in the library are on maintenance contracts, and the campus computer services technicians maintain staff and student computers (hardware and software) and update all the software and security packages.

The district libraries moved to OCLC's WMS Integrated Library System in Fall 2014. This cloud-configured system provides location and availability information for all print, media and e-book materials in all four libraries with an improved user side interface that features federated searching and book jacket covers. Interlibrary loan services, cataloging services, and acquisitions, serials, cataloging, and circulation modules complete this system that allows CCCC to execute the enhanced services required of a college campus. The system's cataloging and statistics functions are useful for efficient processing of materials as well as ongoing monitoring of the age, growth, subject ratio/balance, and use of collections.

Campus police provide security for the library and other learning support services.

In the Tutorial Center, even though tutoring takes place in multiple rooms, windows between the rooms ensure that the coordinator has line of sight of all tutoring and that the center is in compliance with Title 5 supervisory requirements.

#### **Self-Evaluation**

CCCC meets this standard. The RFID security system provides adequate protection of library resources. Local maintenance and IT computer services regularly service all library and learning resources needs. Campus police services provide quick and effective response to security issues.

### **Actionable Improvement Plans**

None

**II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

### **Descriptive Summary**

The library does not outsource any of its functions or services. It does have an inter-district loan arrangement and consolidated district online library catalog which allows students, staff and faculty to borrow circulating print materials from all four libraries districtwide. Agreements also exist for maintenance of the library's security equipment and related software. [Evidence: IIC.43]

Our campus shares in the Council of Chief Librarians, California Community Colleges Electronic Access & Resources Committee (CCL-EAR) - contractual agreements with electronic database vendors who provide subscriptions to a vast array of resources at negotiated prices.

### **Self-Evaluation**

CCCC meets this standard. The library provides all services in-house, records and maintains contractual agreements for library equipment, and systematically evaluates the program and services through the program review process. The California Community College's Library consortium regularly reviews and evaluates vendors of electronic sources and negotiates pricing for California Community College libraries. Their minutes and evaluations are available online. [<http://www.cclibraries.org/committee/members.html>]

### **Actionable Improvement Plans**

None

**II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### **Descriptive Summary**

The library and other learning support services undertake ongoing evaluation processes in order to assure that they are adequately meeting student learning needs and that all services, programs, and resources are relevant and timely.

The library submitted its most recent Program Review in Fall 2014. This process thoroughly assesses the effectiveness of library collections, services, equipment, and facilities. Program and student learning outcomes have been articulated and aligned to the general education learning outcomes. [Evidence: IIC.49]

The library collects usage data throughout the year and compiles it daily, weekly, monthly, and annually. The data includes library attendance, circulation statistics of all media types, materials acquisitions, on-demand and directional queries, course-integrated research sessions, reserve book use, study room and library computer use. The library carefully assesses this data and uses it to shape the current execution and future planning of library resources and services. It is important to note that in the primary areas of library services and resources usage data has risen, in some instances significantly, in the last four years. For example, attendance in the library facility has risen 32 percent, the circulation of print books has increased by 62 percent, requests for CCCC's books from other district libraries has increased 100 percent, and the number of students using the library's study rooms has grown by 92 percent. [Evidence: IIC.42]

Excerpt from Library Statistics Comprehensive Chart

<b>CCCC Library Yearly Statistic Comparison</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>ATTENDANCE</b>				
<b>Total Attendance</b>	65439	81322	75556	86056
<b>Average Daily</b>	322	411	378	414
<b>CIRCULATION</b>				
<b>General</b>	1764	3099	2938	2866
<b>Average Daily</b>	9	16	15	14
<b>INTRALIBRARY LOANS</b>				
<b>Received from district libraries</b>	83	86	68	158
<b>Requested by district libraries</b>	46	86	69	92
<b>STUDY ROOMS</b>				
<b>Total Attendance</b>	2748	4436	4743	5279

The CCCC Tutorial Center tracks students via the SARS Trak program. When students log in and out of SARS Trak, the program records students' identification numbers, courses, and time spent in the Tutorial Center. With the SARS Trak data, the Tutorial Center keeps records on student usage and demand. In Spring 2015, the Tutorial Center will switch from using SARS Trak to using Tutor Trac as it allows for even more detailed data collection and reports. Furthermore, Tutorial Center staff work with the campus Institutional Researcher to track students' grade point averages, persistence and success rates, which they then compare to appropriate control groups. The Tutorial Center directors report statistics for the Tutorial Center annually to campus administration, including the Campus President. [Evidence: IIC.1, IIC.2]

The CCCC Tutorial Center evaluates services through systematic assessment of student learning outcomes and Program Review. While under the purview of Reedley College, the Tutorial Center measured student learning outcomes for Tutorial Center courses, Interdisciplinary Studies 300 and 301, English 272, 72, and 72A, under two separate program review cycles: the Tutorial Center Program and the Writing Center Program (part of the English Program). The CCCC Student Learning Outcomes/Program Review Committee determined in Fall 2013 that moving forward, the CCCC Tutorial Center faculty and staff will assess services under an independent Program Review, encompassing all aspects of the Tutorial Center's services. The Tutorial Center

submitted its Program Review/Student Learning Outcomes Annual Report under this new program in Spring 2014 under the guidance of the campus Student Learning Outcomes Coordinator. [Evidence: IIC.9, IIC.10, IIC.11, IIC.12, IIC.13, IIC.14, IIC.15, IIC.16, IIC.17, IIC.18, IIC.19, IIC.20, IIC.21, IIC.22, IIC.59]

Furthermore, the Tutorial Center staff conduct additional surveys to gather information about students' experiences in the Tutorial Center and their perceptions of their growth. In Spring 2013, the Institutional Researcher assisted the Tutorial Center with surveying students. Since then, the Tutorial Center faculty and staff have developed their own measurements of students' perceptions and the efficacy of tutorial services with an exit survey. The Tutorial Center staff use all survey results to better understanding students' perceptions, experiences, and needs; to inform tutor training; and to plan for future program growth. [Evidence: IIC.23, IIC.24, IIC.25]

### **Self-Evaluation**

CCCC meets this standard. The institutional commitment to the program review process benefits the library and learning support services. Comprised of annual reports and five-year program reviews, these evaluations provide information essential for the continued progress and improvement of library resources and services. A consistent evaluation of library program and student level outcomes can assure an effective library program. The CCCC library will design an assessment tool to evaluate the student learning outcomes for on-demand instruction in Spring 2015.

Librarians, with the assistance of the Institutional Researcher, designed a survey for course-integrated library instruction sessions at CCCC, Reedley, and Madera libraries and executed it in Spring 2011. The six questions on the survey assessed library student learning outcomes articulated for these sessions, which correlate with two of the library's program level outcomes. Sixty percent of the students surveyed indicated that the librarian had introduced them to the library's resources for the first time. After the session, students demonstrated significant learning in two of the library student learning outcomes for course instruction sessions: those that measure the ability to understand the scope of content and effectively search the online library catalog and research databases. Student participants had less understanding of the appropriate use of keyword searching, which the librarian now emphasizes through definition and application in the instruction sessions. Questions in the survey that measured a third student learning outcome reflected an inconsistent pattern of responses and ambiguous nature of the questions. The librarians decided that these questions needed revision for future assessment. Almost 97 percent of these students were satisfied with the course-integrated instruction session and approximately 90 percent indicated they would use the information for future assignments and term papers, which reflects a level of student satisfaction and measure of success in "recognizing the need for information to accomplish academic, professional and personal objectives," which is a library program level outcome. Working with library staff, the Institutional Researcher redesigned the survey, and CCCC distributed it to students in a sampling of Fall 2013 and Spring 2014 course-integrated sessions. The librarian and Institutional Researcher are currently compiling and analyzing the results.

Library staff distributed the Student Library Satisfaction Survey in Spring 2013 via e-mail and from the library website. In addition to findings discussed in other parts of this self evaluation, other notable conclusions include:

- The number one reason for visiting the library was seeking a quiet place to read or study, followed by the use of study rooms and checking out circulating books.
- Thirty-seven percent of students visited the library two or more times a week.
- Students valued the intra-library loan services with a combined 94 percent indicating they were very satisfied or satisfied.
- Students were least satisfied with the noise level in the library, and as a result of this finding, the library staff has striven to keep noise at a minimum level. [Evidence: IIC.51]

The Tutorial Center meets this standard by conducting evaluations and reviewing its program every semester, including and going beyond SLO assessments. For instance, Tutorial Center staff came to the conclusion that past SLO assessments of English 72, which they conduct via tutor evaluations, did not provide enough data. As a result, in Spring 2014, the Tutorial Center Coordinator increased evaluations so that she assessed tutors twice during the semester. Doubling the evaluations provided the coordinator with more data and with the opportunity to assess tutors' improvement. Based on this new assessment, the coordinator created more specific curriculum and training for tutors to use in Summer 2014. [Evidence: IIC.60]

In Spring 2014, the Tutorial Center faculty and staff developed exit surveys to gather more data from students about their experiences in the Tutorial Center. Most Tutorial Center surveys indicate that students are satisfied with existing services, but the Tutorial Center Coordinators wanted to gather information to help further develop the program. In these exit surveys, students indicate the concept they wish to review, rate their understanding of the concept both pre- and post-tutorial, give feedback about their tutors' engagement, and offer suggestions or comments. The exit surveys generated more specific data about students' perceptions of their own learning and the subjects they most often review. Most students wrote positive feedback on the exit surveys. The suggestions for improvement generally referred to more hours of operation or more tutors. Students appreciate the services and simply request more of them. Also, students rated their understanding of concepts pre- and post-tutorial. In these cases, the tutor encouraged students to do the pre-tutorial rating before they began discussing the concepts in order to get a more accurate sense of students' perceptions of their learning growth. On average, students indicated they increased their understanding of the concept 1.66 points on a 5-point scale.

Results from the Institutional Researcher's 2013-14 report of GPA, success, and retention rates for students who use tutorial services indicate that those students benefit most when they spend five or more hours per term meeting with a tutor. The Tutorial Center faculty and staff will include that data in planning for future outreach and increasing students' usage of services. [Evidence: IIC.1, IIC.2, IIC.9, IIC.10, IIC.11, IIC.12, IIC.13, IIC.14, IIC.15, IIC.16, IIC.17, IIC.18]

### **Actionable Improvement Plan**

None

## Evidence List

<b>Document #</b>	<b>Document Title</b>
<b>IIC.1</b>	Tutorial Center GPA Success and Retention FA13
<b>IIC.2</b>	Tutorial Center GPA Success and Retention SP14
<b>IIC.3</b>	Tutor Handbook FA13
<b>IIC.4</b>	Tutorial Center Pamphlet FA14
<b>IIC.5</b>	Tutorial Center Marketing Plan 2014-2015
<b>IIC.6</b>	Tutorial Center Advisory Committee Meeting Notes 3-13-14
<b>IIC.7</b>	Tutorial Center Report FA12-SP13
<b>IIC.8</b>	Tutorial Center Report FA13-SP14
<b>IIC.9</b>	SLOs ENGL 72 FA11
<b>IIC.10</b>	SLOs ENGL 72 SP12
<b>IIC.11</b>	SLOs ENGL 72 FA12
<b>IIC.12</b>	SLOs ENGL 72 SP13
<b>IIC.13</b>	SLO Mapping Grid ENGL 72
<b>IIC.14</b>	SLO Mapping Grid ENGL 72A
<b>IIC.15</b>	SLO Mapping Grid ENGL 272
<b>IIC.16</b>	SLO Mapping Grid INTDS 300
<b>IIC.17</b>	Program Review & SLO Annual Progress Report Tutorial Center 2013 Program Review & SLO Annual Progress Report Writing Center Program 2013
<b>IIC.18</b>	
<b>IIC.19</b>	Assessment Timeline ENGL 72 FA13-SP15
<b>IIC.20</b>	Assessment Timeline ENGL 72A FA13-SP15
<b>IIC.21</b>	Assessment Timeline ENGL 272 FA13-SP15
<b>IIC.22</b>	Assessment Timeline INTDS 300 FA13-SP15
<b>IIC.23</b>	Tutorial Center Survey Results SP13
<b>IIC.24</b>	Tutorial Center Survey Results SP14
<b>IIC.25</b>	Tutorial Center Survey Results SU14
<b>IIC.26</b>	In-Class Essay Workshop Handout
<b>IIC.27</b>	Instructor-Embedded Class Tutor Agreement
<b>IIC.28</b>	Tutorial Center Write Now Newsletters
<b>IIC.29</b>	MLA Presentation
<b>IIC.30</b>	MLA Citation and Format Presentation
<b>IIC.31</b>	Plagiarism in the News Presentation
<b>IIC.32</b>	Political Science Assignment 2 Organizer 2
<b>IIC.33</b>	Tutorial Center Presentation Request Form
<b>IIC.34</b>	APA Format Presentation
<b>IIC.35</b>	Timed Writing Presentation
<b>IIC.36</b>	Tutorial Center Beginning of Semester Email to Faculty SP14
<b>IIC.37</b>	Tutorial Center Beginning of Semester Email to Faculty FA14
<b>IIC.38</b>	Library Brochure

<b>II.C.39</b>	Library Research Instruction Request Form
<b>II.C.40</b>	Mission Statement
<b>II.C.41</b>	Library Liaison Committee Operating Procedures 2014-2015
<b>II.C.42</b>	Library Yearly Statistic Comparison 2010-2014
<b>II.C.43</b>	Library 3M Maintenance Agreement
<b>II.C.44</b>	Research Database Handout FA14
<b>II.C.45</b>	Research Skills Class Flyer FA14
<b>II.C.46</b>	Research Skills Class Flyer 2 FA14
<b>II.C.47</b>	Banned Books Readings Flyer FA13
<b>II.C.48</b>	Minigrant Proposal for Library Materials 2012-2013
<b>II.C.49</b>	SLO Mapping Grid Library
<b>II.C.50</b>	Library Satisfaction Survey SP13
<b>II.C.51</b>	Library Satisfaction Survey Results SP13
<b>II.C.52</b>	Library Website
<b>II.C.53</b>	Library Liaison Committee Agendas and Minutes Blackboard Website
<b>II.C.54</b>	Comprehensive Evaluation Team Report 12-6-11
<b>II.C.55</b>	Course Outline of Record Template
<b>II.C.56</b>	Student Success Committee Minutes 10-3-13
<b>II.C.57</b>	Student Success Committee Blackboard Website
<b>II.C.58</b>	Student Success Committee Operating Policies & Procedures
<b>II.C.59</b>	Program Review-SLO Committee Minutes Blackboard Website
<b>II.C.60</b>	Group Tutoring Curriculum Arc



## Standard III

## Resources



### Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

## Standard IIIA

# Human Resources



### Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

## **Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

### **III.A. Human Resources**

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

**III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

**III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

#### **Descriptive Summary**

Clovis Community College Center (CCCC) adheres to State Center Community College District (SCCCD) Board Policies, Personnel Commission Rules, and Administrative Regulations that provide the basis for the hiring processes involved in the hiring of the three types of personnel: faculty, classified professionals, and management. Criteria used for the selection of the specific staff includes planning documents (e.g., Educational Master Plan, Strategic Plan, Program Review, Enrollment Management Plan, Technology Plan, Student Success Plan, Facilities Plan), along with budget considerations. Evidence: Board Policies, Administrative Regulations, Integrated Planning Model (to be developed). [Evidence: IIIA.34, IIIA.38, IIIA.42, IIIA.61, IIIA.66, IIIA.78, IIIA.87, IIIA.88, IIIA.89, IIIA.93]

The SCCC Human Resources Office, which the Vice Chancellor of Human Resources oversees, coordinates the hiring of staff. In collaboration with the college and center sites, the district develops job announcements that clearly and publicly state the criteria, qualifications, and procedures for selection of personnel. The district markets job announcements by distributing them through a variety of means, including the internet (<http://www.scccd.edu/employment>), newspaper and journal advertisements, and the use of a number of specialty publications to solicit job applications from underrepresented communities.

All employees meet or exceed the minimum qualifications for the positions they hold. All part-time and full-time faculty as well as academic administrators meet or exceed the minimum qualifications established by the Board of Governors of the California Community Colleges. The Board of Governors relies primarily on the advice of the Academic Senate for the California Community Colleges in establishing these requirements. The California Community Colleges Chancellor's Office publishes these educational requirements in the document titled "Minimum Qualifications for Faculty and Administrators in California Community Colleges." [Evidence: IIIA.8]

SCCCD's Administrative Regulations specifically describe the procedures for recruitment and employment of faculty, classified employees, and administrators. A document entitled "Procedures for Recruitment and Employment of College Faculty" details the procedures for hiring full-time faculty. [Evidence: IIIA.34 # 7120, 7121, 7215, 7220, 7223, 7230]

During Fall 2014, CCCC employed 50 full-time faculty members, 41 of whom are teaching faculty, seven counselors, one nurse, and one librarian. The Center also employs 39 full-time classified professionals, 11 permanent part-time classified professionals, one classified professional at 40 percent, one confidential employee, eight full-time administrators, and one administrator on a 0.5 shared-time basis with Reedley College.

The Center has established a process for determining certificated staffing positions due to retirement, transfer, or resignation. The department chair of the area in which there is a vacancy may request a replacement position by completing the Certificated Staffing Request Form validating the need to replace the position. All department chairs discuss the proposal for replacement, recommend that the President either support or deny the replacement position, and recommend in priority order the positions to the President. The President approves position proposals and in turn makes the final recommendation to the SCCCDC Chancellor, who grants final approval prior to the Board of Trustees' hiring vote. [Evidence: IIIA.9, IIIA.34 # 7120]

Each fall the district office determines the number of new full-time faculty positions allotted to CCCC for the following academic year through an analysis of the budget and campus needs utilizing the Campus President's Cabinet. Faculty begin the process for determining the priority of new and vacant positions by completing the Certificated Staffing Request Form. On the form, faculty indicate the description and rationale for the position, which aligns to the various planning documents, such as the Staffing Plan, Program Review, Educational Master Plan, and Student Success and Support Program Plan. The Certificated Staffing Request Form also includes a data set provided by the Institutional Researcher to justify the need for the position. The department chairs review and prioritize the requests at one of their bi-monthly meetings held during the fall semester. The department chairs forward the priority list to the Campus President for consideration at the next Campus President's Cabinet meeting. The College Center Council reviews the priority list before the Campus President makes the final recommendation to the Chancellor. An Administrative Aide or Administrative Assistant requests these positions on the People Admin website accessed from the SCCCDC Human Resources link, and the Dean of Instruction or the Dean of Student Services, Vice President of Administrative Services, Vice President of Instruction and Student Services, and the Campus President approve them. Upon

receiving the district Vice Chancellor of Human Resources' approval, the recruitment process commences. [Evidence: IIIA.9, IIIA.34 # 7120, IIIA.35, IIIA.36, IIIA.48, IIIA.49]

As per Administrative Regulation 7120, the hiring process for full-time college faculty begins with a section on philosophy describing the goal of hiring qualified experts who are skilled in serving the needs of the student population that the district serves. The subsequent sections deal with equal employment opportunity training, process to determine the number of new faculty positions, job description and hiring criteria, search procedures, screening, selection and interview process, notification of applicants, and equivalencies. [Evidence: IIIA.34 # 7120]

SCCCD is a Merit System District. Therefore, a Classified Personnel Director, who reports to the SCCC Personnel Commission, coordinates the hiring of classified professionals. Three individuals compose the Personnel Commission. These individuals must be registered voters, reside within the State Center Community College District, and be "known adherents to the principle of the Merit System." The SCCC Board of Trustees appoints one member of the commission; the Board of Trustees also appoints another member who the classified employees nominate; and those two members appoint the third member. As per Board Policy 7230, the Personnel Commission follows the Education Code guidelines for a Merit District as per Education Code sections 88080 and 88081 and other provisions of the Merit System Act found in Education Code 88060-88139 that the district's website outlines (<http://www.sccd.edu/index.aspx?page=139>). The Personnel Commission first approves new and revised job classifications and then the SCCC Board of Trustees approves them as well. The district Office of Classified Personnel maintains the job classifications (<http://www.sccd.edu/index.aspx?page=357>). The Office of Classified Personnel also maintains the eligibility list, the status of all classified positions, and the recruitment summary report (<http://www.sccd.edu/employment/>). The Personnel Commission presents an annual report to the Board of Trustees (<http://www.sccd.edu/index.aspx?page=139>). [Evidence: IIIA.37, IIIA.38 # 7230, IIIA.39 #2-1]

The SCCC Board Policy and Administrative Regulations, BP 7120, 7230 and AR 7230, and SCCC Personnel Commission rules document the policies and procedures for hiring classified professionals. The office of the Personnel Director receives application materials from candidates and verifies degrees and certificates and minimum qualifications, conducts tests as specific job descriptions require, and screens and interviews candidates in order to establish an eligibility pool. In-house employees may request lateral transfers. The Director of Classified Personnel forwards candidates from the eligibility pool to the position's supervisor and other interview panel members that the program area determines. The program area employees who interview the candidates verify experience and references. The Board of Trustees approves employment. Finally, the Director of Classified Personnel extends the formal offer of employment. [Evidence: IIIA.34 # 7230; IIIA.38 # 7120, 7230; IIIA.39]

As part of the recruitment process, the district collaborates with the college and center sites to develop job announcements that clearly and publicly state the criteria, minimum qualifications, and procedures for selection of personnel. The district Human Resources Office widely distributes job announcements and posts them on the internet (<http://www.sccd.edu/employment>). Human Resources posts classified professional and

classified management job announcements on a variety of websites of colleges, community groups, agencies and associations, as appropriate. For administrators, human resources places recruitment announcements in the *Chronicle of Higher Education* as well as several other publications and recruitment websites. Human resources posts full-time faculty job announcements on a variety of websites and in some publications including, but not limited to *EdJoin*, *HigherEdJobs*, and *InsideHigherEd*. Human Resources also posts full-time faculty job announcements on a number of diversity sites such as *Asian-jobs.com*, *disabledperson.com*, *blacksinhighered.com*, *hispanicsinhighered.com*, *wihe.com*, and *tribalcollegejournal.org*. Human Resources posts all positions on the California Community Colleges Registry's website.

The process by which the Center requests and fills new classified professional positions begins with the area manager completing the Classified Staffing Request form online in the NeoGov program. The Classified Staffing Request includes a description and rationale of the position. The rationale has various categories including relationship to the SCCC Master Plan, recognized Clovis Community College Center planning document (e.g., Educational Master Plan, Strategic Plan, Program Review recommendations, Facilities Plan), and new program/service or growth opportunity. The area manager, the Vice President of Instruction and Student Services, the Vice President of Administrative Services, and the Campus President approve the form. The Campus President makes the final recommendation to the Chancellor and the Board of Trustees. Once the Board has approved the positions, the Personnel Commission initiates the hiring process. [Evidence: IIIA.40]

The process for filling vacant classified professional staff positions is identical to those of new classified staff using a Classified Staffing Request form that the manager completes online in NeoGov. The Campus President's Cabinet uses the form as the basis for discussion and consideration of replacement based upon the current and future support services and facility needs.

The district Human Resources Office coordinates the hiring of certificated positions with significant input from the college community in terms of minimum qualifications, selection criteria, and duties and responsibilities. The Chancellor approves all requests to fill administrative vacancies. The district's website describes the application process: <http://www.scccd.edu/index.aspx?page=83>. Board Policies 7250 and 7260 and Administrative Regulations 7220 delineate procedures and processes used in the recruitment and hiring of administrators. The job descriptions include the minimum qualifications for educational administrators that the Board of Governors of the California Community Colleges established and adopted (Title 5 Section 53420). However, the Board of Governors and the district allow qualifications to be set that exceed the minimum qualifications. [Evidence: IIIA.8, IIIA.34 # 7220, IIIA.38 # 7250, 7260]

In terms of hiring criteria for classified employees, the Personnel Commission works closely with the administration in determining the criteria for hiring the employees, with faculty and administration jointly developing hiring criteria and job descriptions for certificated employees as per Administrative Regulation 7120. The senior level administrator of the site, in conjunction with the Chancellor, determines administrative hiring criteria as per Administrative Regulation 7220. Employment of confidential employees is pursuant to Personnel Commission rules

(chapter 5), with faculty and administration determining student hiring criteria. [Evidence: IIIA.34 # 7120, 7220, 7240; IIIA.39]

### **Self Evaluation**

CCCC meets this standard. The district hires qualified faculty, administrators and staff whom it selects according to Board Policies, Administrative Regulations and the Personnel Commission rules, all of which comply with the Education Code and Title 5 hiring requirements.

S CCCD is one of five merit districts in the California Community College System. Since 2005, the district has completed a transition plan to permanently employ part-time classified staff whom it previously had hired as temporary employees. Additionally, the district hired a full-time, permanent Director of Classified Personnel in 2006; therefore, the Human Resources Office no longer supervises the Office of Classified Personnel. The Human Resources Office has developed a list of personnel requisitions received to fill vacancies (<http://www.scccd.edu/index.aspx?page=83>). The district continues to fill vacancies to the extent that it can make funding available.

In collaboration with faculty, staff, and the College Center Council, CCCC has developed a comprehensive Staffing Plan that supports the additional operations and services that the Center will provide when it becomes a fully accredited institution. The Staffing Plan contains a certificated full-time faculty staffing plan that reflects the future growth of the instructional programs based upon the Educational Master Plan. This group also completed a description of the current staffing areas for the student and business services support at CCCC, along with a detailed Administrative-Management-Classified Staffing Plan, which lists the existing staff and additional staff needed through the transition to initial accreditation. The Center has already filled several new positions based on this plan, with more hiring scheduled for 2015. [Evidence: IIIA.41, IIIA.42]

As part of the future Staffing Plan, the Center established a priority system that identifies the positions' ranking (high, medium, and low) according to their importance to the support of CCCC once it achieves initial accreditation. The process to determine the priority system included dialogue through the Campus President's Cabinet, department chairs, and the College Center Council, which approved the final Staffing Plan. The College Center Council forwarded the plan to the Campus President, and she gave it final approval. CCCC has filled new positions based on this priority system. These positions included five full-time faculty, two Office Assistant III, a Financial Aid Assistant II, a Curriculum Analyst, an Administrative Assistant, an Accountant/Auditor, two custodians, an Instructional Technician General Science, the Director of the Herndon Campus, and the Director of Student Success, Equity, and Outreach. The Staffing Plan also changed the Institutional Researcher position from part-time to full-time effective in Spring 2015. [Evidence: IIIA.41, IIIA.43, IIIA.91]

The district has made significant progress in providing adequate resources available for the Clovis Community College Center as it progresses to full college status. The district allotted CCCC approximately 1.2 million dollars from the reserve to hire five faculty, twelve classified staff, and one classified staff at 50 percent. When CCCC becomes Clovis Community College, the site will receive additional state funding that will enable future hiring

An accreditation survey conducted in Fall 2013 included a question relative to the criteria, qualifications and procedures for selection of personnel. In response to the question “The criteria, qualifications, and procedures for hiring employees are clearly stated and followed,” 97.8 percent of the respondents indicated that they strongly agreed or agreed with the statement. [Evidence # 44 q. 28]

### **Actionable Improvement Plan**

None

**III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

### **Descriptive Summary**

The Personnel Commission approved a District-wide Classification Study at its June 12, 2012 regular meeting. The purpose of the Classification Study is to address changes in district organization and operations over the last several years, which may have affected the type, scope, and level of work performed.

An accurate and up-to-date classification system provides an organization with the necessary tools to make administrative, fiscal control, and human resources decisions. Accurate, current, and ADA-compliant classification specifications provide the fundamental and essential building blocks for successfully administering recruitment, performance management, compensation, and succession planning. In addition to providing the basis for these types of human resources management and process decisions, position classification can also effectively support systems of administrative and fiscal control. Grouping positions into an orderly classification system supports organizational planning, budget analysis and preparation, and various other administrative functions.

One way that the Personnel Commission serves the administration and classified employees of the District is by ensuring that they consistently and equitably classify positions by conducting classification and reclassification studies.

One of the main objectives of the Classification Study is to have a credible Classification Plan that recognizes changes in positions, ensures that the Personnel Commission classifies positions performing similar work with essentially the same level of complexity, responsibility, knowledge, skills, and abilities together. A Classification Plan provides salaries commensurate with assigned duties, clearly outlines the distinguishing characteristics between classifications in a job family, provides recognizable compensation growth, provides justifiable pay differential between individual classes, and maintains currency with relevant labor markets.

The purpose of the study as a whole is to address current classification and compensation issues within the district. The overall scope of the study includes 1) performing classification analyses



on designated positions and making classification recommendations for those positions, 2) reviewing and/or updating current classification specifications, 3) performing salary surveys, and 4) designing an implementation strategy. The study includes approximately 65 employees (50 management and 15 confidential) assigned to 46 classifications. The study for classified positions is still on-going. [Evidence: IIIA.56]

For the types of personnel that SCCCD employs, SCCCD, Board Policies, Administrative Regulations and contract language describe the evaluation protocols for each of the groups.

According to Board Policy 7125, “The Board recognizes the importance of regular, constructive and honest evaluations of all employees... Accordingly, each employee will be regularly evaluated by his or her immediate supervisor in accordance with any applicable Education Code, collective bargaining agreement provisions, and Personnel Commission rules.” [Evidence: IIIA.38 # 7125]

The agreements between the State Center Federation of Teachers and SCCCD describe the evaluation processes of full-time (contract and tenured) and part-time faculty. [Evidence: IIIA.34 # 7122, IIIA.45, IIIA.46]

Board Policy references the agreement in the human resources section of the Board Policies and Administrative Regulations. The evaluation procedures and criteria contained in the faculty agreements provide the basis for all of the forms used in the evaluation process. Both the Academic Senate and the State Center Federation of Teachers approve modifications to the forms. The Campus President’s office keeps records of evaluations. [Evidence IIIA.38 # 7125, IIIA.47]

Contract faculty have a four-year probationary period for tenure review to “ensure that students have access to the most knowledgeable, talented, creative and student-oriented faculty available.” A contract employee’s evaluation committee consists of three members, including two tenured faculty from the department (from the contract employee’s discipline, whenever possible), and the immediate supervisor or his/her representative. Faculty evaluations include five primary areas: Duties and Responsibilities Evaluation that the immediate supervisor conducts as outlined in AR7122; Records Evaluation including review of classroom records, syllabi, grading criteria, etc.; Professional Activities Evaluation that the contract employee completes; Self-Evaluation that the contract employee completes; and Relevant Input from outside the formal evaluation process such as signed student complaint forms. In addition, the evaluation process establishes evaluation criteria that must include student evaluation remarks, professional responsibilities, and classroom teaching observations. The Reedley College Faculty Evaluation Form outlines the classroom evaluation process. [Evidence: IIIA.45, IIIA.46, IIIA.47]

The bargaining agreement between the union and the district, mentioned above, outlines the evaluation of tenured faculty. A peer reviewer and the immediate supervisor make up the tenure evaluation team that evaluates tenured faculty every three years. Tenured faculty meet with the evaluation team to determine an evaluation plan. The plan must consist of a classroom evaluation including student questionnaires administered in two different courses or two different sections of the same course at a minimum. The classroom evaluation utilizes the Reedley College Faculty Evaluation Form. It also includes a written peer review, student evaluations, unit member self-

evaluation, and the immediate supervisor's evaluation, as well as suggestions for improving the performance of the unit member. The immediate supervisor prepares the written summary evaluation report. The summary evaluation takes into account the peer reviewer's written report as well as the results of each of the evaluation elements. [Evidence: IIIA.45, IIIA.46, IIIA.47]

The collective bargaining contract between AFT and the district for 2012-2015 contains the process and criteria for part-time faculty evaluation. Full-time faculty or an administrator evaluate part-time faculty using the same faculty evaluation forms (which students complete) and classroom observation forms (which a faculty peer and/or administrator completes) that the Center uses in the evaluation of full-time faculty. [Evidence: IIIA.45, IIIA.46]

The agreement between SCCCD and the California School Employees Association (CSEA) Chapter #379 describes the evaluation process for classified bargaining unit employees. The Human Resources Office initiates the evaluation process for classified bargaining unit employees and distributes, collects, and monitors the Classified Employee Evaluation forms for classified personnel. The Center's managers rate classified professionals on at least 23 factors relating to employees' performance of the duties and responsibilities described in the board-approved job description. The evaluation also includes written identification of strengths, deficiencies, areas needing improvement, progress achieved since the last evaluation, and goals. CCCC managers evaluate probationary classified professionals at the end of their second and fifth months of service. Managers evaluate permanent classified professionals at least once a year. The district's Human Resources Office maintains records. The district, as indicated in the CSEA contract Article 21.B.2, determines the evaluation form. [Evidence: IIIA.50]

Managers evaluate confidential employees three times during their first year of employment and then once a year for the next three years. Subsequent evaluations may occur at any time deemed appropriate by the immediate supervisor, but not less than every two years. [Evidence: IIIA.39 # 13-3]

The Personnel Commission rules 13-3(b) describe the evaluation process for classified managers. Historically, a classified manager's immediate supervisor evaluates him or her on the same form used for classified non-managers plus additional factors such as direction of personnel, scheduling and coordinating, and leadership. The district's Human Resources Office also maintains these records. The evaluation takes place during the third, eighth, and eleventh months of the first probationary year, and once a year for the following three years. Thereafter, the evaluations take place no less than every two years.

Board Policy describes the evaluation process for academic management. The policy describes the frequency of evaluations which are based on how well the employee is performing the duties and responsibilities contained in the board-approved job description. The evaluation of a dean of instruction has three components: Performance Evaluation Survey, Self-Evaluation, and Summary Report (memo). Administrators' supervisors evaluate them annually for the first two years of employment and after that at least once every two years. The full-time faculty and classified staff that academic administrator supervises complete a performance evaluation survey. The Self-Evaluation includes comments on any major accomplishments since the last evaluation or since hired; strengths and challenges in the areas covered in the Performance

Evaluation Survey and in the duties and responsibilities of the position (course scheduling, monitoring enrollments, program/department leadership and coordination, faculty and staff evaluation, budget development and monitoring, etc.), and goals for the upcoming year(s). The intent is to highlight accomplishments, strengths, and areas where improvement is possible. The Vice President of Instruction and Student Services writes the Summary Report using the Administrators Evaluation form and includes an analysis of the summarized survey findings and comments, the self-evaluation, and his or her own performance appraisal. The supervisor completes these evaluations every two years. The Campus President's office keeps all evaluations. [Evidence: IIIA.34 # 7125, IIIA.38 # 7125, IIIA.51, IIIA.52]

### **Self Evaluation**

CCCC meets this standard. At the beginning of each fall semester, the Office of Instruction coordinates a workshop for all contract faculty subject to tenure review and their evaluation committee members to review the contract employee evaluation process. Administrators and full-time faculty evaluate all full-time and part-time faculty in accordance with contract language. The administration has devised spreadsheets to monitor this process, and with the assistance of full-time discipline faculty, has evaluated all part-time faculty in a timely manner. This tracking mechanism has helped the college evaluate faculty within contract parameters. This tracking mechanism "flags" those tenured and part-time faculty members whom administrators and/or faculty have not been evaluated according to their respective contract timelines. [Evidence: IIIA.53, IIIA.54]

The district is responsible for sending out the Classified Employee Evaluation form. The district sends evaluations to managers in adherence to the bargaining unit agreement. [Evidence: IIIA.50, IIIA.55]

The vast majority (over 93 percent) of the respondents to the Center's Accreditation Survey answered "agree" or "strongly agree" to the statement: "Job performances are evaluated regularly and systematically." Over 92 percent answered "agree" or "strongly agree" to the statement "Job performance evaluations are conducted in an equitable and constructive manner." [Evidence: IIIA.44 q. 37, 38]

### **Actionable Improvement Plan**

None.

**III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those outcomes.**

### **Descriptive Summary**

Clovis Community College Center faculty are involved in creating and assessing student learning outcomes as a part of the ongoing process to improve students' education. As each department has completed the first cycle of program review, the Cycle 3 Program Review Handbook has required department faculty to put into place student learning outcomes as part of curriculum, program descriptions, and course outlines. The second cycle of program review added the development of program-level student learning outcomes to each program. Faculty mapped

previously identified course-level student learning outcomes to these newly developed program-level student learning outcomes. The third cycle of program review requires assessment of the program-level student learning outcomes developed in Cycle Two. Faculty fill out standard forms as part of the Program Review report to describe the results of program-level student learning outcomes assessment. After the description of those assessments, faculty include a summary of changes and/or planned changes in the program pedagogy, curriculum, student learning outcomes, and/or facilities that result from this assessment. [Evidence: IIIA.61]

The full-time faculty contract addresses student learning outcomes. According to the contract, faculty evaluation includes, “Responsive to the educational needs of students by exhibiting sensitivity to student goals and aspirations” and “Evaluation of student progress in keeping with the course objectives and institutionally adopted course outlines.” The classroom observation form includes the question “Teaches course in compliance with syllabus and course outline,” and the student questionnaire of faculty evaluation includes the question, “The instructor met the stated objectives of the course.” [Evidence: IIIA.45, IIIA.57, IIIA.58]

Article XIII of the full-time faculty contract for 2012-2015 addresses “Duties and Responsibilities Evaluation.” In part, this sections states, “Immediate supervisor conducts a ‘duties and responsibilities evaluation’ in accordance with District Policy.” Administrative Regulation 7122, number 13, also requires faculty to assess SLOs: “Make systematic evaluations of student progress consistent with established student learning outcomes.”

The collective bargaining contract between AFT and the District for 2012-2015 contains the process and criteria for part-time faculty evaluation. Article XII.1.B.5.a states classroom teachers will be evaluated based on “evaluation of student progress in keeping with course objectives and adopted course outlines.” There is no change in this language from the previous collective bargaining agreement in 2009-2012. Also, AR 7122 delineates the responsibility of faculty to participate in assessment of student learning outcomes. [Evidence: IIIA.34 # 7122, IIIA.59]

### **Self Evaluation**

CCCC meets this standard. The Center uses placement tests and counseling to ensure that counselors place students in the proper course, as well as encourage the students to take advantage of tutoring opportunities to maximize their chances of succeeding. When a necessary course does not exist, faculty develop new courses to meet the students’ needs. For example, faculty developed a learning community that combined an Information Systems with an English class to assist students with their English language skills. Another example of meeting students’ needs was when the math department offered a compressed math sequence to include Algebra I the first 9 weeks of the semester and Algebra II the second 9 weeks. This resulted in students having 2 hours of math daily, increasing student success and accelerating completion of the math sequence towards transfer. [Evidence: IIIA.60]

Each discipline or operational area conducts the program review process every six years. The Program Review Coordinator in conjunction with the Vice President of Instruction and Student Services, Dean of Instruction, and Dean of Student Services maintain the schedule. Program Review is a three-semester process as outlined in the Program Review Cycle Three Handbook. [Evidence: IIIA.61]

The fourth cycle of program review is currently under way. For certain programs, it began in Fall 2014, with the final report and presentation due in the Fall 2015. This process is ongoing for all areas, including instructional, student services, and administrative, concluding in Fall 2020. The Program Review Cycle Four Schedule provides the campus timeline. [Evidence: IIIA.10, IIIA.93]

The faculty evaluation process includes a written summary by the supervisor that incorporates all the elements of the process: classroom visitations, student questionnaires, self-evaluation, review of prior evaluation recommendations, and anything else relative to the evaluation process. Each course has a course outline of record, which identifies specific course objectives and outcomes, as well as provides information concerning assignments, grading, and appropriate textbooks/resources. Faculty conduct student learning outcome assessments on an ongoing basis to meet the needs of students. In addition, the faculty tenure review process allows in-class observations and analysis of course materials by discipline experts to ensure that instruction is in compliance with the course curriculum and district policies. The appropriate faculty administrator is responsible for conducting a Duties and Responsibilities Evaluation, which includes determination of AR 7122 requirements. One of those requirements is “13. Make systematic evaluations of student progress consistent with established student learning outcomes.” [Evidence: IIIA.34 # 7122, IIIA.45, IIIA.47, IIIA.59]

For the past six years, the Duty Day, held prior to the opening of each semester, has included training on student learning outcome assessment, with faculty also utilizing Flex Days to develop strategies for measuring student learning outcomes as a department, as well as summarize the results of their surveys done throughout the previous semester. These sessions have encouraged the faculty to meet to determine what specific outcomes they want their students to meet. The faculty not only agree on what the outcomes should be, but also what tools they will use to measure if they achieve the said results. As an example, in Spring 2010, faculty spent part of their Duty Day working on course and program learning outcomes. Part of the session included presentations on student learning outcomes from faculty experts. After hearing the presentations, the faculty met in groups to discuss how they could apply these concepts to their individual areas of expertise. As a general rule, student learning outcomes allow instructors to identify which skills they want their students to show competency in, as well as making sure these skills are measurable. [Evidence: IIIA.62]

Faculty evaluate delivery methods for their effectiveness in meeting student needs through student learning outcome assessments, through faculty evaluations (including part-time faculty), and through the tenure review process. Students have opportunities to evaluate faculty through the student class surveys. The program review process is also an ongoing process where faculty regularly evaluate methods.

The institution’s faculty and administrators commit significant resources to curriculum review, course and instructor review, and student learning outcomes. Evaluation and refinement of courses and programs will ensure that the Center meets students’ changing needs. Faculty analyze appropriate delivery methods through the program review process, instructor evaluations, data from the Institutional Researcher revealing course completion rates, student learning outcomes assessment results, degree and certificate award rates, and transfer rates.

The Classified Employee Evaluation form does not specifically address student learning outcomes. Managers evaluate classified employees based on 23 factors contained on the form in accordance with the job description, which may include factors associated with the support of student learning. [Evidence: IIIA.55]

As a final indication that CCCC meets this standard, the Accreditation Survey given to faculty and staff in Fall 2013 includes the following results pertaining to student learning outcomes:

- 93.8 percent of the faculty either strongly agree or agree that “The College Center facilitates an ongoing dialogue about improving student learning and institutional processes... [Question 3]
- 97 percent of the faculty either strongly agree or agree that “Student learning outcomes are considered in program review and institutional planning”. [Question 10]
- 91 percent of the faculty either strongly agree or agree that “The College Center uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.” [Question 12]
- 93.6 percent of the faculty either strongly agree or agree that “Student learning needs are central to the planning, development, and design of new facilities. [Question 16]
- 93.7 percent of the faculty either strongly agree or agree that “Appropriate information pertaining to coursework (i.e. course content, requirements, student learning outcomes) is widely available to students.” [Question 17]
- 88.1 percent of the faculty either strongly agree or agree that “Effectiveness in producing student learning outcomes is considered in the evaluation of faculty/staff responsible for student success. [Question 29]
- 89.7 percent of the faculty either strongly agree or agree that “The technology planning process is clearly connected to teaching and learning outcomes. [Question 53]

[Evidence: IIIA.44]

### **Actionable Improvement Plan**

None.

### **III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

#### **Descriptive Summary**

Clovis Community College Center and the State Center Community College District uphold the written codes of professional ethics for all their personnel—faculty, classified professionals, and administrators—and for those working on behalf of the district—the Board of Trustees and the Personnel Commission. Board Policy 2715 contains the Board of Trustees Code of Ethics/Standards of Practice. The continuous diligence of all of these factions fosters ethical behavior across the entire district. [Evidence: IIIA.38 # 2715]

The State Center Community College District (SCCCD) has “Integrity” listed as one of its core values in Board Policy. [Evidence: IIIA.38 # 1200]

Board Policy 3150, “Code of Ethics—Administrators” that defines “Ethics,” includes a statement on the importance of ethics and describes the expectations for ethical behavior expected of managers. Administrative Regulation 3150 outlines the responsibilities of administrators, with guidelines relative to ethics including respect to the Governing board, profession, faculty, staff, students, and the community. [Evidence: IIIA.34 # 3150, IIIA.38 # 3150]

The district does not have a written code of professional ethics for classified professionals; however, the CSEA contract Article 35D.2 does outline personal conduct which would be cause for disciplinary action. Also, the Education Code sections 88080, 88081, and 88087, covering classified employees in a merit system, as well as the California School Personnel Commissioners Association ([www.meritsystem.org](http://www.meritsystem.org)) contain the philosophy and purpose of the merit system which includes ethical practices. [Evidence: IIIA.50]

The full-time faculty agreement which governs both instructional and non-instructional faculty between SCCC and the State Center Federation of Teachers (SCFT) for the years 2012-2015 includes under Evaluation Criteria-Professional Responsibilities, (a) Maintenance of ethical standards in accordance with American Association of University Professors (AAUP) ethical standards statement and (b) Demonstrates commitment to the profession (code of ethics). [Evidence IIIA.45]

The part-time faculty agreement between SCCC and the State Center Federation of Teachers (SCFT) for the years 2012-2015 includes under Article XII, Faculty Conditions, Evaluation of Faculty, that a part-time employee evaluation includes Maintenance of Ethical Standards as one of the criteria. [Evidence: IIIA.46]

### **Self Evaluation**

CCCC meets this standard. The Center and district uphold the written codes of professional ethics for all personnel (faculty, classified professionals, and administrators) and for those working on behalf of the district (the Board of Trustees and the Personnel Commission).

The majority (95 percent) of the respondents to the CCCC Accreditation Survey noted that they either strongly agreed or agreed with the statement, “The College Center promotes high ethical standards for faculty, staff, and students.” [Evidence: IIIA.44 q. 36]

### **Actionable Improvement Plan**

None.

**III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.**

### **Descriptive Summary**

#### Faculty

CCCC employs both instructional and non-instructional certificated staff, with 50 full-time faculty, including seven full-time counselors, one librarian, and one nurse. All full-time

certificated faculty meet or exceed the minimum qualifications as determined by the Chancellors Office of California Community Colleges or by a college-based equivalency committee. Currently, 24 percent of the full-time faculty hold a doctorate or a masters in fine arts degree and 100 percent hold master's degrees. [Evidence: IIIA.64]

As described above in section III.A.1.a, once the Campus President and the Chancellor approve new full-time faculty positions, the Center follows the Administrative Regulation 7120, "Procedures for Recruitment and Employment of College Faculty," including the following major components: 1) district's philosophy towards hiring qualified highly qualified college faculty who are experts in their subject areas; 2) ensuring that Equal Employment Opportunity Commission guidelines are a part of the overall process in hiring faculty; 3) allocation of new and vacant positions through a well-defined process; 4) complete job descriptions; 5) well defined search procedures, 6) clear screening, selection, and interview processes; 7) proper notification of applicants and candidates; and 8) equivalency process if appropriate. [Evidence: IIIA.34 # 7120]

In terms of future certificated staffing, the Academic Center Two complex, completed in Fall 2010, houses a state-of-the art Allied Health lecture and laboratory center. Due to budget constraints, the Center has not hired faculty to develop allied health programs, but it is pursuing external grant funding in order to support the development of a new allied health program. As mentioned earlier, the Center developed a Staffing Plan addressing the present and future growth needs through CCCC's initial accreditation as part of a response to the WASC Eligibility Committee upon reviewing the application for eligibility for candidacy. The Center will base future full-time faculty hiring decisions beyond 2014 upon future growth forecasts as outlined in the Educational Master Plan "Future Program of Instruction 2015-2025" data, which includes current and projected class sections, weekly student contact hours (WSCH), and full-time equivalent students (FTES). Also included in the Educational Master Plan is the section entitled "Determination of Future Space Needs" for the academic program of instruction for the benchmark year 2025. The section presents key elements that define future programs of instruction and identify the assignable (usable) square feet necessary to meet the academic space demands (lecture and laboratory space). Also, the Center has developed a Facilities Plan that addresses the future space needs for programs of instruction as well as student services and career technical programs. The Center and district will use the Facilities Plan to determine facilities to include in a future local bond measure. [Evidence: IIIA.41, IIIA.42, IIIA.65, IIIA.66]

#### Administration

CCCC currently has the following administrative positions:

- Campus President
- Vice President of Instruction and Student Services
- Vice President of Administrative Services
- Dean of Instruction
- Dean of Students
- Director of Technology (40 percent)
- Director, Herndon Campus
- Financial Aid Manager
- Director of Student Success, Equity, and Outreach



Administrators at all levels regularly attend scheduled training which updates them on various personnel and legal issues, new bargaining agreements, sexual harassment, discrimination, employment practices, and evaluation of employees. [Evidence: IIIA.1, IIIA.2, IIIA.3, IIIA.6]

### Support Staff

CCCC currently employs 44 full-time classified professionals and ten part-time support staff who support all areas of the campus and an additional classified position at 40 percent. In terms of future support staffing needs, the ACCJC—Western Association of Schools and Colleges (WASC) Commission Eligibility Committee also asked that CCCC address the adequacy of resources relative to support services. In response to that request, the Center has developed a Staffing Plan. The current Staffing Plan identifies the positions required to adequately staff the Center as it progresses to full college status. The Campus President’s Cabinet regularly reviews the Staffing Plan. [Evidence: IIIA.68]

CCCC provides some services to students in collaboration with Reedley College. Since CCCC has received initial candidacy status as Clovis Community College Center, it is transitioning to providing these services at the Center itself. Once the Center receives college status, it will complete the transition with the additional allocations from state funding and categorical funding from the California Community College Chancellor’s Office (CCCCO). The Center has developed a transition plan outlining this staffing level. [Evidence: IIIA.41]

As stated in section III.A.1, department chairs and administration conduct the process to establish priorities and recommendations for vacant and new certificated staffing positions in a collaborative manner. This process uses data included in the Educational Master Plan, Program Review recommendations, Staffing Plan, and Facilities Plan.

The Center conducts evaluations of full- and part-time faculty, staff, and administration as per the respective contractual agreements of each unit and, in the case of administrators, administrative regulations, to ensure their effectiveness (see section III.A.1.b. above for specifics).

### **Self Evaluation**

CCCC meets this standard. CCCC employs a sufficient number of qualified faculty, staff, and administrators with the appropriate credentials and experience to provide the high quality programs and services needed to support the Center’s mission. Furthermore, the Center has developed a Staffing Plan, based upon current and future data. This Staffing Plan will guide the institution as it moves towards initial accreditation status as Clovis Community College. This prioritized Staffing Plan reflects the need to increase the support services for the Center, as well as certificated positions supporting existing and new programs. Administrative positions listed in the plan also reflect the need to support the expansion of academic, career technical, and student support programs and services. The Educational Master Plan for CCCC growth calls for annual growth of 4.8 percent through the year 2025. It notes that the growth will not occur in a linear fashion but, due to the current recession, periods of growth and contraction.

Clovis Community College Center  
 Growth Forecast 2008-2025

<b>WILLOW INTERNATIONAL CENTER GROWTH FORECAST 2008 - 2025</b>				
	<b>HEADCOUNT</b>	<b>SEC</b>	<b>WSCH</b>	<b>FTES (SEM)</b>
<b>GROWTH RATE</b>	<b>4.8%</b>	<b>4.8%</b>	<b>4.8%</b>	<b>4.8%</b>
<b>2008</b>	<b>5,531</b>	<b>387</b>	<b>50,684</b>	<b>1,689</b>
<b>2015</b>	<b>7,659</b>	<b>536</b>	<b>70,185</b>	<b>2,339</b>
<b>2020</b>	<b>9,664</b>	<b>676</b>	<b>88,556</b>	<b>2,952</b>
<b>2025</b>	<b>12,193</b>	<b>853</b>	<b>111,737</b>	<b>3,725</b>

Also listed in the Educational Master Plan is the “Profile of Future Program of Instruction,” which provides a perspective on what the current curriculum would look like if extended forward, absent of new program development. Center faculty and staff used this data in the development of the Staffing Plan along with new program needs and Program Review recommendations.

The Educational Master Plan also projects future facility needs, which indicate that the Center will require additional space in all five of the key space categories as it continues to grow. [Evidence: IIIA.42]

The Accreditation Survey conducted in Fall 2013 of CCCC’s faculty, staff, and administration, validated assumptions that the Center has adequate staff to support its mission and vision.

In terms of student support services, the following accreditation survey questions validated the high quality of student support services that the Center provides:

- 93.5 percent strongly agreed or agreed with the statement “I am satisfied with the efforts by the Student Services Division to address the needs of our basic skills students”. [Question 18]
- 95.9 percent strongly agreed or agreed to the statement “I believe the academic counseling services provided at the college Center are helpful to the overall success of our students”. [Question 19]

- 91.3 percent strongly agreed or agreed that “Student support services at this College Center assure equitable access to all students by providing appropriate, comprehensive, and reliable services”. [Question 23]

[Evidence: IIIA.44]

Center faculty, staff, and administration are concerned and aware of the need to hire more full-time faculty to better the ratio of full-time to part-time faculty. In response to the statement “The current ratio of full-time to part-time faculty provides for optimum student learning” only 27.9 percent strongly agreed or agreed, with 34.9 percent disagreeing and 33.7 percent strongly disagreeing. CCCC’s intent is to continue to hire additional full-time faculty based upon the Staffing Plan as the budgetary situation continues to improve. [Evidence: IIIA.44 q. 40]

Another concern about classified staffing is that of additional technology support. In response to the statement “The number of technical support staff is sufficient to provide effective service for faculty/staff,” only 55.6 percent responded strongly agree or agree, with 40.7 percent disagreeing or strongly disagreeing. The Center has addressed this support need by hiring an additional instructional technician for computer services. This brings the total to three part-time instructional technicians for computer services. A Network Coordinator position is part of the Staffing Plan for the Center as well as changing the current 40 percent position for Director of Technology to a 100 percent position once CCCC receives full college status. [Evidence: IIIA.44 q. 58]

### **Actionable Improvement Plan**

Continue to work towards implementing the Staffing Plan for CCCC.

**III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

### **Descriptive Summary**

The State Center Community College District Board of Trustees has the ultimate responsibility for developing and establishing written personnel policies and procedures that it equitably and consistently administers in order to ensure fairness in all employment processes. As noted in Board Policy 2419, the SCCC Board of Trustees has the ultimate responsibility for adopting policies that “are authorized by law or determined by the Board to be necessary for the efficient operation of the District.” CCCC provides input in developing policies and administrative regulations through the Campus President, who serves on the Chancellor’s Cabinet, and through the Academic Senate as mandated by AB 1725. These policies are in accordance with Title 5 of the California Education Code and other applicable laws. Board policies and accompanying administrative regulations, as well as collective bargaining agreements, contain these personnel policies and procedures. These documents are available on the district website. The Vice Chancellor of Human Resources is responsible for ensuring consistent interpretation and

application of these policies, regulations, and agreements. The appropriate bargaining agreements for each bargaining unit outline personnel procedures. Open dialogue between employee labor groups helps to ensure that the district and its colleges and centers equitably and consistently administer personnel policies and procedures. The district publishes and distributes copies of the faculty and classified contracts to all unit members. The Board Policy Manual and Administrative Regulations are located in the administrative office and the library. Board policies and administrative regulations are also available via the district website (<http://www.scccd.edu/index.aspx?page=374>). [Evidence: IIIA.34 # 7000; IIIA.38 # 2419, 7000; IIIA.45; IIIA.46; IIIA.50]

CCCC maintains and follows SCCCD policies regarding employment procedures. Furthermore, the Center adheres to the district's policy on nondiscrimination, which is consistent with the federal and state mandates and guidelines on equal employment opportunity. Each respective administrator, dean, and supervisor is responsible for knowing and adhering to personnel policies as they relate to hiring, evaluation, tenure, promotion, and dismissal. As previously mentioned, all administrators attend training sessions on personnel policies to ensure that they also equitably and consistently administer these policies. [Evidence: IIIA.1, IIIA.2, IIIA.3, IIIA.6, IIIA.34 # 3410, IIIA.38 # 3410]

All bargaining units consistently monitor and intervene in cases where the institution may be violating fair labor practices and/or the negotiated contract. Administrative Regulation 3435 outlines a complaint procedure. [Evidence: IIIA.38 # 3435]

CCCC produces a Faculty Handbook that contains information related to the policies and procedures of the district. Administration updates and distributes the handbook each fall semester to both full-time and part-time faculty and posts the handbook on the CCCC website. The handbook contains information on academic regulations, instructional procedures, student services, general college policies and procedures, as well as information on handling emergency situations. [Evidence: IIIA.69]

### **Self Evaluation**

CCCC meets this standard. The district ensures consistent and equitable application of personnel policies and procedures through regular communication with leaders of the unions and academic senates. Board Policies and Administrative Regulations related to human resources are available to all employees and the public through the district website, along with collective bargaining agreements.

Administrators at all levels attend regularly scheduled training sessions that the district Office of Human Resources leads to keeps them up-to-date on various personnel issues, legal issues, the new bargaining agreements, sexual harassment, discrimination, employment practices, and evaluation of employees. In addition, the district Office of Human Resources distributes via e-mail to all administrators and managers a monthly news publication from the legal firm of Liebert, Cassidy and Whitmore that addresses current and pertinent education matters from the legal perspective. [Evidence: IIIA.1, IIIA.2, IIIA.3, IIIA.6]

All members of faculty screening committees receive training from the district Vice Chancellor of Human Resources prior to serving on the screening committee. This training covers topics such as federal and state laws that prohibit discrimination, sensitivity to diverse backgrounds, board policies regarding equal employment opportunities, how to construct interview questions, and confidentiality in order to ensure ethical, fair and consistent hiring practices. [Evidence: IIIA.20, IIIA.21, IIIA.22, IIIA.70, IIIA.71]

AR 7120, Procedures for Recruitment and Employment of College Faculty, Section 6.3 indicates, “Each member of the Interview Selection Committee, including any community member having special expertise, must be certified by the District Equal Employment Opportunity Officer as having been instructed in Equal Employment Opportunity procedures within the past academic year.” [Evidence: IIIA.34 # 7120]

AR 7121, Procedures for Recruitment and Employment of First-Time Part-Time Faculty, Section 2.2, indicates, “All participants in the hiring process shall receive training in Equal Employment Opportunity procedures and shall become knowledgeable about the Equal Employment Opportunity goals of the District and its colleges.” [Evidence: IIIA.34 # 7121]

AR 7220, Administrative Recruitment and Hiring Procedures, have a specific section titled, “Equal Employment Opportunity.” It states, “the Board of Trustees, Administration, Faculty, Classified and Confidential employees have the shared responsibility to ensure that Equal Employment Opportunity Commission guidelines are a part of the overall process of hiring Educational Administrators. All participants in the hiring process shall receive training in Equal Employment Opportunity Commission guidelines and procedures.” [Evidence: IIIA.34 # 7220, IIIA.70, IIIA.71]

In complying with Board Policy and Equal Employment Opportunity Commission guidelines, the district is committed to an effective hiring process that does not discriminate against any individual.

The Faculty Handbook is a useful resource as it outlines appropriate procedures and forms. Administration updates the handbook annually and distributes it in hard copy form to new faculty at the fall semester Duty Day and posts it on the Center’s website. [Evidence: IIIA.69]

The 2013 Accreditation Survey listed a question relative to fairness of employment procedures, with the following results: 97.8 percent of the survey respondents strongly agreed or agreed that “The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.” [Evidence: IIIA.44 q. 28]

The district has implemented a New Employee Orientation that all new hires must attend within six months of their hire date. The half day orientation covers such subjects as the mission, vision, and structure of the community college system; the structure, mission, and visions of the district; and the location of information that the employee may need in the future. The orientation also covers human resources topics, such as bereavement leave, catastrophic/sick leave bank, evaluation process, grievance process, pay and allowances, personal emergency/personal necessity leave, personnel files, probationary period, sick leave and vacations. The orientation

also covers environmental health and safety as well as emergency preparedness and many other topics.

CCCC implemented its own New Employee Orientation in Fall 2014. Administrators held two sessions on consecutive Friday afternoons covering topics such as the Academic Senate, Classified Senate, Associated Student Government, strategic planning, the role of department chairs, student learning outcomes, program review, curriculum, budget, student support services, technology, library services, tutorial services, and financial aid. [Evidence: IIIA.23, IIIA.24, IIIA.25, IIIA.26]

The district has also created a New Employee Handbook which is part of the New Employee Orientation. The handbook is located on the district website at <http://www.scccd.edu/index.aspx?page=517> and is a valuable resource for employees to refer to in order to answer questions as they arise. [Evidence: IIIA.5]

### **Actionable Improvement Plan**

None.

### **III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

#### **Descriptive Summary**

The Campus President's office houses the official personnel records of all academic staff. These files contain official evaluations, job performance-related data, directives, and any other personal communications. The district Office of Human Resources houses initial employment records, salary schedule and advancement information, and other documentation originating at the district.

The district Office of Human Resources houses all official personnel records for full-time and part-time classified professionals, confidential employees, and academic and classified management. These files contain initial employment records, job performance evaluations, and any written communication. All of the offices noted above are secure in that employees other than the appropriate confidential and/or human resource staff may not access them.

In accordance with their respective contracts, Board Policies, and Administrative Regulations, faculty and classified professionals have the right to examine their individual personnel file at any time mutually convenient to the employee and the district. A union representative may accompany the unit member, if desired, or a union representative may inspect such materials individually with the written consent of the employee. Unit members may request pertinent information or material that bears upon their position be added to their file, if applicable. They may also request copies of any material from their file. [Evidence: IIIA.34 # 7145, IIIA.38 # 7145, IIIA.45, IIIA.46, IIIA.50]

Also, in accordance with Education Code 87031, Administrative Regulation 7145 and applicable bargaining union contracts, information of a derogatory nature may not be placed in an employee's personnel records until the employee has been given notice and an opportunity to

review and comment in writing to that information. Any response by the employee to the derogatory materials must be placed in the official personnel file. [Evidence: IIIA.34 # 7145, IIIA.72]

### **Self Evaluation**

CCCC meets this standard. The district and the Center keep personnel files secure and confidential through the housing process identified above. In addition, employees have access to their personnel records in accordance with applicable laws and regulations. In order to ensure that all supervisors understand the nature of personnel files, the district Office of Human Resources has conducted training sessions for all managers in the district. The sessions include topics, such as the information that supervisors may or may not place in personnel files, the procedure for placing information in personnel files, and employee rights regarding their individual personnel files. The training sessions are not titled “personnel files”; however, the information is embedded in other human resource training sessions, such as “Managing Performance Through Evaluation,” “Checking References: The Most Important Part of the Hiring Process,” “Handling Grievances,” “Community College District Human Resources Academy I” and “II.” [Evidence: IIIA.1, IIIA.2, IIIA.3, IIIA.6]

### **Actionable Improvement Plan**

None

### **III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

#### **III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

### **Descriptive Summary**

An understanding and concern for issues of equity and diversity is embedded in the mission of the district, colleges, and centers as evidenced by the policies and practices that lead to the creation and maintenance of programs, practices, and services that support diverse personnel. In order to attract a diverse professoriate, CCCC continuously strives to enhance equity and diversity through Board Policies, Administrative Regulations, and Center practices. Board Policy 3410 (Nondiscrimination) states that the district “is committed to equal opportunity in educational programs employment and all access to institutional programs and activities.” BP 3420 (Equal Employment Opportunity) indicates the Board of Trustees’ intent is in line with the California Legislature “to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. The Board policy agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, and provides suitable role models for all students.” Furthermore, Board Policy 3430 (Prohibition of Harassment) reflects the district’s commitment to its diverse personnel by stating, “All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated.”

The district and its colleges and centers implement and enforce Administrative Regulations outlining practices which support the board policies above. [Evidence: IIIA.34 # 3410, 3420, 3430]

CCCC provides an environment within which Associated Student Body clubs such as the Gay-Straight Alliance can flourish. The Center encourages administrative, faculty, and staff participation in activities that celebrate Cinco de Mayo, Women's History Month, Asian American Week, African American History Month, and others to enhance the appreciation of the diverse cultures that make up CCCC. [Evidence IIIA.4]

### **Self Evaluation**

CCCC meets this standard. Proposition 209, passed by California voters in 1996, prohibits public institutions from discriminating against, or granting preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin. The broad interpretation given Prop. 209 by the California Supreme Court effectively outlawed the use of affirmative action plans in California community colleges. At the time, the Board of Governors directed staff to develop new regulations that would comply with the law but would maintain the maximum effort of achieving diversity in hiring. The California Community College Chancellor's Office responded with amended regulations in August 12, 2002, replacing affirmative action with equal employment opportunity (EEO) planning and hiring requirements. Thus, the revised Title 5 EEO regulations retained certain proscribed pre-Proposition 209 approaches and practices.

These approaches have raised two concerns for community college human resource (HR) and EEO professionals. First, they have become dated. For nearly ten years the system has been without valid and accurate availability data, which are necessary to comply with the certification process of initial applicant pools required in the current regulations. Despite numerous efforts and the expenditure of tens of thousands of dollars, it has not been possible to develop valid and reliable data nor does the development of such data appear probable within the context of today's demographics and mobile society. Second, this process has also raised significant concern among district human resources directors that stopping recruitment for lack of diversity could constitute a proposition 209 violation. Therefore, the current revision process aimed to modernize the regulations in terms of legal constraints, methods, and a focus on districts' practices, while retaining the commitment to increasing the inclusion of traditionally underrepresented groups in employment in California's community college system.

Community college HR and EEO professionals brought their concerns to the Chancellor's Office about the outdated terminology, methodologies, and potential for legal liability in the current regulations. Together, the field and Chancellor's Office developed a collaborative effort to share information and gather statewide feedback on the law and current regulations, best practices for promoting, and accurately measuring and assessing employee diversity, and how to design regulations that would best serve California's dynamic and growing community college student population.

The statewide EEO and Diversity Advisory Committee (led by the California Community College Chancellor's Office and comprised of representatives from constituent groups including HR/EEO, faculty, and classified staff) formed a task force to draft new regulatory language. The



Task Force, like the Advisory Committee, included the Chancellor’s Office and constituent groups. After extensive consultation with professionals in the field, the Task Force established broad goals and principles for Title 5 revisions. The primary goals charged to the writing team were to develop new EEO strategies that would better align with the current legal and social context; provide HR and EEO professionals with better tools which are legal, methodically sound, and practice-oriented; and continue to demonstrate and expect meaningful and effective efforts to maximize diversity and identify and eliminate barriers to the employment opportunities for underrepresented groups.

Regarding the validation of support to the issues of equity and diversity, 97.9 percent of the respondents of the 2013 Accreditation Survey indicated that they strongly agreed or agreed that “Policies and practices of the College Center demonstrate commitment to issues of equity and diversity.” [Evidence: IIIA.44 q. 30]

Below are tables showing the breakdown of staff and faculty demographics at the Clovis Community College Center, student ethnicity for the Center and U. S. Census data for Clovis, CA.

### Employee Demographics

Location: Clovis Community College Center

Gender			2008	2009	2010	2011	2012	2013	
Classified	Full-Time	Female	14	15	16	15	14	17	
		Male	9	9	10	10	12	12	
		Undefined				0	0	0	
		Total	23	24	26	25	26	29	
	Part-Time	Female	9	10	11	7	11	11	
		Male	4	3	3	5	5	4	
		Total	13	13	14	13	16	15	
	Total			<b>36</b>	<b>37</b>	<b>40</b>	<b>38</b>	<b>42</b>	<b>44</b>
	Faculty	Full-Time	Female	16	16	16	17	19	19
Male			24	22	22	22	25	25	
Total			40	38	38	39	44	44	
Part-Time		Female	78	79	74	80	90	102	
		Male	66	63	49	51	61	68	
		Total	144	142	123	131	151	170	
Total			<b>184</b>	<b>180</b>	<b>161</b>	<b>170</b>	<b>195</b>	<b>214</b>	
Total			<b>220</b>	<b>217</b>	<b>201</b>	<b>208</b>	<b>237</b>	<b>258</b>	

Ethnicity			2008	2009	2010	2011	2012	2013
Classified	Full-Time	African-American/ non-Hispanic	1	1	1	1	1	1
		Asian/ Pacific islander	2	2	2	2	2	3
		Hispanic	5	5	5	5	5	5
		Race/ ethnicity unknown			1	1		
		White/ non-Hispanic	15	15	16	15	18	18
		Multi-racial	1	1	1	1	1	1
		Total	23	24	26	25	26	29
	Part-Time	African-American/ non-Hispanic						
		Asian/ Pacific islander	2	2	1			1
		Hispanic	1	1	1	1	1	1
		Race/ ethnicity unknown	1	2	4	2	2	1
		White/ non-Hispanic	7	7	7	7	11	10
		Multi-racial	2	1	1	2	3	2
		Total	13	13	14	12	17	15
Total		<b>36</b>	<b>37</b>	<b>40</b>	<b>37</b>	<b>43</b>	<b>44</b>	
Faculty	Full-Time	African-American/ non-Hispanic	1	1	1	1	1	1
		American Indian/ Alaskan Native	1	1	1	1	1	1
		Asian/Pacific Islander					2	2
		Hispanic	3	3	3	3	3	3
		Multi-racial	1	1	1	1	1	1
		Race/ ethnicity unknown	5	5	5	5	6	6
		Total	40	38	38	39	44	44
	Part-Time	African-American/ non-Hispanic	1				2	3
		American Indian/ Alaskan Native	1	1	1	1	1	1
		Asian/ Pacific islander	8	11	10	12	12	15
		Hispanic	13	14	11	14	14	13
		Multi-racial	2	2	4	4	4	4
		Race/ ethnicity unknown	10	12	13	15	16	20
		Total	144	142	123	131	151	170
Total		<b>184</b>	<b>180</b>	<b>161</b>	<b>170</b>	<b>195</b>	<b>214</b>	
Total			<b>220</b>	<b>217</b>	<b>201</b>	<b>207</b>	<b>238</b>	<b>258</b>

Ethnicity			2008	2009	2010	2011	2012	2013
Administration	Full-Time	African-American/ non-Hispanic						
		Asian/ Pacific islander	1	1	1	1	2	2
		Hispanic						
		Race/ ethnicity unknown	1					
		White/ non-Hispanic	3	6	6	6	5	5
		Total	5	7	7	7	7	7
Ethnicity			2008	2009	2010	2011	2012	2013
Confidential	Full-Time	African-American/ non-Hispanic						
		Asian/ Pacific islander						
		Hispanic						
		Race/ ethnicity unkown						
		White/ non-Hispanic					1	1
		Total	0	0	0	0	1	1
<b>Total</b>			<b>5</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>8</b>

Clovis Community College Center 2014 faculty and staff percentages	
Classified staff Full-Time and Part-Time	2014 percentage
African-American/ non-Hispanic	3%
American Indian/ Alaskan Native	0%
Asian/ Pacific islander	9%
Hispanic	14%
Multi-racial	7%
Race/ ethnicity unknown	5%
White/ non-Hispanic	65%
Faculty Full-Time and Part-Time	2014 percentage
African-American/ non-Hispanic	2%
American Indian/ Alaskan Native	1%
Asian/ Pacific islander	8%
Hispanic	9%
Multi-racial	2%
Race/ ethnicity unknown	13%
White/ non-Hispanic	65%

**Table 4: Students by Ethnic Group: Fall 2008 – Spring 2013**

Ethnic Group	08FA	09S P	09FA	10S P	10FA	11SP	11FA	12SP	12FA	13SP
African-American/non-Hispanic	3%	3%	3%	3%	4%	4%	4%	4%	4%	4%
American Indian/Alaska Native	2%	1%	1%	1%	2%	1%	1%	2%	2%	2%
Asian/Pacific Islander	8%	9%	10%	10%	11%	11%	11%	11%	12%	12%
Hispanic	24%	25%	25%	27%	28%	29%	31%	32%	32%	33%
Race/ethnicity unknown	12%	12%	10%	10%	8%	7%	5%	5%	4%	3%
White/non-Hispanic	51%	49%	51%	48%	48%	48%	48%	47%	47%	47%
<b>Totals</b>	<b>100%</b>	<b>99%</b>	<b>100%</b>	<b>99%</b>	<b>101%</b>	<b>100%</b>	<b>100%</b>	<b>101%</b>	<b>101%</b>	<b>101%</b>

Data Source: Institutional Research Website, ir.scccd.com

Census Bureau data

#### Clovis city, California

ACS Demographic	Estimates	%	U.S
White	62,107	70.03	74.3%
Black or African American	2,281	2.6	12.3%
American Indian and Alaska Native	1,228	1.4	0.8%
Asian	7,389	8.4	4.4%
Native Hawaiian and Other Pacific Islander	321	0.4	0.1%
Some other race	11,374	12.9	5.8%
Hispanic or Latino (of any race)	22,145	25.1	15.1%

The tables above show that CCCC serves a higher percentage of African American, Asian, and Hispanic students than are represented in the community it serves: Clovis, California. They also show that CCCC serves a lower percentage of white students than the general population. The ethnicity of CCCC’s classified staff and faculty is more similar to the ethnicity of the community than of the student population. [Evidence: IIIA.31, IIIA.32]

#### Actionable Improvement Plan

As CCCC hires more faculty, faculty and administration will work with the district Human Resources Office to increase the diversity of applicant pools to better reflect the demographics of CCCC students and the community.

**III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

## **Descriptive Summary**

CCCC has set specific expectations for embracing diversity as indicated in the Educational Master Plan. The Educational Master Plan, Strategic Area Two, specifically addresses the issue of equity and diversity and states part of the mission of the Center is “Creating an environment that supports awareness and understanding of diversity for all students who can benefit from the Center’s programs and services.” [Evidence: IIIA.42, IIIA.73]

The mission statement of the Clovis Community College Center is:  
Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community’s future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

[Evidence: IIIA.73, IIIA.74]

The district regularly collects data related to achieving employment equity objectives and shares the data with the Board of Trustees and the community. This includes data related to the recruitment, selection, retention, promotion, resignation, and retirement of college staff. The district reports this data to the federal and state agencies requesting such information, and the district uses the data as part of the assessment of impacts relative to the hiring process based upon gender and race/ethnicity throughout the district.

The Human Resources Office assesses all certificated applicant pools in terms of diversity, including race/ethnicity, gender and disability, with annual reports produced which identify the racial/ethnic composition of the faculty and staff at the Center. The goal is to increase the diversity in applicant pools as well as hires.

As previously stated, all employees serving on a hiring screening committee must participate in Equal Employment Opportunity (EEO) training within one year of serving on the screening committee. Topics covered in this mandatory training include Federal Laws that Prohibit Discrimination, State Laws that Prohibit Discrimination, California Constitution Article 1 Section 31 prohibiting discrimination and preferential treatment, Sensitivity to the Diverse Backgrounds of Community College Students. [Evidence: IIIA.1, IIIA.2, IIIA.3, IIIA.6, IIIA.21]

The district formed an Equal Employment Opportunity (EEO) Advisory Committee made up of constituents from throughout the district. The charge of the committee was to draft an Equal Employment Opportunity plan for the district. The plan is to broaden the discussion of diversity based on the analysis of data, current practice, and successful strategies to arrive at a common understanding of diversity that celebrates and promotes the diversity of the district. This committee initially met with an attorney specializing in Equal Employment Opportunity who provided an overview of the State Chancellor’s Office Model Equal Opportunity Plan. The

committee met throughout the spring of 2013 and developed the State Center Community College District Equal Opportunity Plan, which the Board of Trustees adopted on June 4, 2013. In addition, the district recruited for a new position of EEO/Staff Diversity/Staff Development Manager. The district filled the position on June 16, 2014. [Evidence: IIIA.7]

### **Self Evaluation**

The present makeup of the full-time faculty, administration, and staff at CCCC will become the baseline data from which CCCC measures the increase in diversity of new hires. The Center will continue to explore strategies to increase the diversity of the applicant pool, marketing, and ultimately hiring of a workforce reflective of the students and communities it serves.

In terms of marketing, the district has made considerable progress in expanding the number and types of publications in which it advertises towards the goal of increasing applicant diversity. In addition to advertising in local newspapers, the district advertises in the California Community College Registry's website, *Chronicle of Higher Education*, as well as other publications and recruitment websites. In addition, human resources posts faculty announcements on a variety of websites (e.g., *EdJoin*, *HigherEdJobs*, *InsideHigherEd*). Specifically addressing cultural ethnic groups, the district also posts job announcements on sites such as *Asian-jobs.com*, *disabledperson.com*, *blacksinhighered.com*, *hispanicsinhighered.com*, *wihe.com* and *triblacollegejournal.org* to name a few.

The full-time faculty Tenure Review, Self Evaluation document asks faculty to evaluate their performance on the three following statements: (1) Responsiveness to the educational needs of students by exhibiting awareness of and sensitivity to the following: (a) diversity of cultural backgrounds, gender, age, and lifestyles; (b) variety of learning styles; (c) students goals and aspirations; (2) Concern for student rights and welfare; and (3) Respect for the opinions and concerns of students. [Evidence: IIIA.75]

### **Actionable Improvement Plan**

None.

### **III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

#### **Descriptive Summary**

Chapter Three of the SCCCD Board Policies outlines a series of policies which deal directly with the appropriate treatment of its administration, faculty, staff, and students including nondiscrimination, equal employment opportunity, prohibition of harassment, campus safety, workplace violence plan, reporting of crimes, child abuse reporting, local law enforcement, weapons on campus, sexual and other assaults on campus, and drug free environment and drug prevention programs. [Evidence: IIIA.38 # 3410-3550]

The district also has Administrative Regulations reflecting the above Board Policies which provide for prompt and fair investigation of any allegation of discrimination by a student, employee, or an applicant. Administrative Regulation 3459 includes the complaint procedure for alleged violations of statutes, state regulations, Board Policies or Administrative Regulations.

[Evidence: IIIA.34 # 3435]

Board Policy 3150 (Code of Ethics-Administrators) contains an example of the emphasis on integrity throughout the district; the policy defines ethics and describes the importance of ethics and expectations of administrators for ethical behavior. In defining ethics, the policy reads, “The ethical person must be conspicuously consistent in the exercise of integrity to sustain the credibility that is an expectation of office.” [Evidence: IIIA.38 # 3150]

Federal and state laws as well as policies of the district protect students’ rights. As stated in the college catalog, “Students have a right to an oral or written notice (reasons for disciplinary action), an opportunity for a review, and a decision given orally or in writing.” The Office of Student Services coordinates this process. [Evidence: IIIA.76]

In addition, as mentioned above, the Human Resources Office of State Center Community College District provides training to ensure equal treatment of its staff, students, and the communities it serves. Training topics are varied and include awareness and understanding of the nondiscrimination policy, investigating complaints, preventing sexual harassment, and access issues.

### **Self Evaluation**

CCCC meets this standard. The Center is diligent in applying the policies and regulations noted above in a fair and consistent manner. For example, since the Dean of Student Services coordinates student complaints and grievances, the staff in that area ensure that the Center follows the steps outlined in the policy and procedures. That procedure requires that the student attempt to resolve the issue at the informal level, prior to making a formal complaint. This generally means that the student meets with the faculty or staff member against whom he or she is making the complaint. The student and faculty or staff member make an attempt to resolve the matter simply and expeditiously, prior to proceeding to a formal complaint level. Staff and faculty receive information on this process to ensure consistency of its application. The Student Complaint form is available in the Student Services office. [Evidence: IIIA.77]

In regards to unlawful discrimination, Administrative Regulation 3435 describes the filing and oversight of the complaint procedure with the Vice President of Instruction and Student Services acting as the responsible officer at the Center level. [Evidence: IIIA.34 # 3435]

In addition, in an effort to prevent unlawful discrimination, and to ensure equal treatment of its staff, students, and the communities it serves, the district provides training to all management and staff who have supervisory authority and lead responsibility on such topics as sexual harassment policy, nondiscrimination policy, investigating complaints, Family and Medical Leave Act, California Family Rights Act, Pregnancy Disability Leave Act, evaluations and progressive discipline, and access issues. [Evidence: IIIA.1, IIIA.2, IIIA.3, IIIA.6, IIIA.67]

### **Actionable Improvement Plan**

None.

**III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

**III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.**

**III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### **Descriptive Summary**

CCCC provides all personnel with significant opportunities and avenues for professional development. The Center's commitment to training of staff is evident through its dedication to travel and conference funding and the many organized training sessions offered to staff in the midst of challenging budgetary times. The establishment of a Staff Development Committee, participation in the district wide Classified Professionals Committee as well as the Classified Professionals events, Flex Day activities, and managers' participation in the district management training sessions represent the Center's commitment to training and professional development opportunities.

The institution plans professional development activities to meet the needs of its personnel. Individual faculty, programs, departments, faculty surveys, Staff Development forms (both short and long), the Strategic Plan, and Program Review recommendations identify needs and base plans on those needs. [Evidence: IIIA.68, IIIA.78, IIIA.79, IIIA.80]

The full-time faculty contract states that one flexible schedule day shall be provided each semester. The first is at the beginning of the fall semester, historically, the Friday prior to fall classes starting. Faculty may request to schedule a Flex Day at a time other than the beginning of the spring semester. Faculty have several options: select/develop an individual activity, participate in a department scheduled/developed activity, or participate in a campus scheduled activity which may include Reedley College and/or Fresno City College activities. The Academic Senate Vice President is also responsible for identification of staff development and Flex Day activities. [Evidence: IIIA.45, IIIA.81, IIIA.82]

Each year there is an orientation for part-time faculty and in years where there is a critical mass of full-time faculty hired, administration conduct an orientation for full-time faculty as well. The appropriate dean typically hosts this orientation on or shortly after Duty Day. [Evidence: IIIA.15, IIIA.16, IIIA.17, IIIA.18, IIIA.19]

Full-time faculty members are eligible to apply for a sabbatical leave upon satisfactory completion of at least six consecutive years of service in the district. The district allocates funds annually for a maximum of twelve eligible staff per year, which it divides between the colleges within the district. The district gives consideration to applicants based on appropriate research, travel, or programs of organized study. [Evidence: IIIA.45 Article XIV-A Section 7]



Classified staff members are eligible for a Leave of Absence for study after completing five consecutive years of service in regular status with the district. The study leave can be for any period of time not to exceed one year. The employee is paid one-half of what his or her salary or wage would have been had he or she not been on leave. To qualify, the employee must use all accumulated vacation prior to being eligible for pay. [IIIA.50 Article 16]

The Classified Professionals Development Committee organizes the Classified Staff Mega Conference each year with funds provided by the District. Each year classified professionals attended the conference “Year of the Classified Professional: A Decade of Excellence.” The opening session was an interactive icebreaker that gave the participants the opportunity to meet one another, discover new communication skills, and improve teamwork. There were six break-out sessions dealing with various topics such as creating change in the community, emerging technologies, district benefits, health and wellness, leadership training, supplementing retirement income, and gardening tips. The Classified Staff Mega Conference leaders solicit evaluations from attendees, as well as suggestions for future conferences. [Evidence: IIIA.33, IIIA.92]

SCCCD Classified Professionals Technology Training Series offers on-site classes in various subjects such as word processing, grant writing, Adobe Acrobat, workplace communication, spreadsheets, Excel, PowerPoint, and SQL Database basics. Qualified instructors offer training at various levels from novice to advanced. Changes in technology and the need to upgrade skills is a constant. Evaluations from attendees of the SCCC Classified Professionals Technology Training Series identify any areas for improvement as well as subjects for additional training. [Evidence: IIIA.11, IIIA.12, IIIA.83, IIIA.84]

The district has a history of providing leadership training and professional enhancement training for its employees. SCCC has offered the following: Classified Professionals training, leadership training for current and aspiring managers, Central 14 training for managers on human resources-related topics, and staff development funding for faculty and staff based on individual or campus needs.

For eight years, the district offered an educational leadership program for the district administrators and faculty called the Community College Academic Leadership Seminar Series (CCLASS). This program was in conjunction with California State University, Fresno and the Central Valley Education Leadership Institute. It was an opportunity for participants to develop their leadership skills with the support and guidance of successful, experienced leaders. The focus of this series was on practical application in the real world. [Evidence: IIIA.85, IIIA.86]

In 2013-14, the district replaced the CCLASS program with a leadership program based on “competencies.” The Chancellor’s Cabinet identifies these competencies as those required to be a successful leader in the district. The district offered this leadership training for managers, deans, and vice presidents and called it the SCCC Inaugural Leadership Development Academy. The program was a customized leadership development program designed to develop leaders who would sustain the organization and enhance student success and completion. The district designed the program to develop a group of community college practitioners at SCCC who would lead the district in its quest to be a “regional leader in educational programs and services to an ever-changing world.” The facilitators were nationally-recognized leaders in

community college staff development, Dr. Christine McPhail and Dr. Kimberly Beatty. The participants met throughout the year and participated in mini-case studies, discussions with experienced community college leaders, and developed and presented capstone projects related to the district's Strategic Plan. The participants also had professional growth plan/coaching that Dr. Christine McPhail conducted on an individual, one-on-one basis.

In 2014, the district added a new position, Manager of EEO/Diversity and Staff Development to allow the district to reassess its leadership/management training. The goal is to create a hybrid training program that takes the best from the Classified Professionals leadership training, the CCLASS, Dr. McPhail's leadership training, the ACCCA management 101 and 201 classes, and from other community college districts around California. The charge is to develop a new program that SCCCD will do in-house. The district will also evaluate the ACCCA classes (which have an excellent reputation) and decide when it is appropriate to send CCCC's current or aspiring managers to external leadership training.

The district has also provided a series of workshops for all administrative and management staff. These workshops cover personnel topics such as Fair Labor Standards Act; retaliation; the disability interactive dialogue process; disciplinary and harassment investigations; preventing harassment, discrimination and retaliation in the academic setting; embracing diversity; following the Equal Employment Opportunity guidelines when hiring staff; privacy issues; leave laws such as Family and Medical Leave Act; California Family Rights Act; Pregnancy Disability Leave Act; generational diversity; legally compliant strategies for diversity enhancement; creating a culture of respect. Workshop leaders collect evaluations after each workshop as well as suggestions for future training subjects. The district has addressed all of the aforementioned topics recently. [Evidence: IIIA.1, IIIA.2, IIIA.3, IIIA.6]

### **Self Evaluation**

CCCC meets this standard. The Center has a comprehensive program of staff development for all employees. These programs and activities include on-campus workshops, training sessions, new employee orientations, conference travel budgets, faculty sabbaticals, and classified staff Leaves of Absence for Study. The Center uses a portion of the Lottery Funds annually to support the expenses associated with staff development. The Staff Development Committee, which faculty, management, and classified representatives compose, manage this fund. The committee reviews and recommends requests for employee development and training and then forwards them to Campus President for approval. A few of the conferences that were approved in Fall 2014 are Engineering Conference, California Mania Conference (SCW Fitness Education) and California Association of Developmental Education (CalADE) Conference. [Evidence: IIIA.13, IIIA.14, IIIA.27]

The SCCCD Chancellor has directed the formation of a district-wide training committee which the District Dean of Human Resources coordinates. The Director of Classified Personnel and the Human Resources Analyst are also on this committee. The Chancellor, working with the Campus President, will determine membership to this committee. The goal of this committee is to develop and implement an on-going, systematic process to train district employees and will meet the SCCCD Strategic Plan Goal 6, Objective 6.4.

The 2013 Accreditation Survey includes the following statement: “The College Center provides opportunities for continued professional and staff development.” The results indicated that 85.3 percent of the respondents strongly agreed or agreed that the Center does provide opportunities for professional and staff development. Considering the recent budget constraints, this percentage indicates that the Center and the district are making a concerted effort to provide sufficient staff development opportunities for the majority of interested staff. [Evidence: IIIA.44 q. 31]

In response to the statement: “Professional development programs offered to employees reflect work-related needs and interests,” 79.8 percent of the respondents indicated that they strongly agreed or agreed. [Evidence: IIIA.44 q. 41]

Even though the above percentage is not particularly high, staff and faculty feel that they stay current in their fields, which indicates that the level of staff development opportunities is sufficient to maintain expertise and effectiveness. In fact, nearly 96 percent of the respondents strongly agreed or agreed with the statement “As a group, the members of my department stay current in their fields of expertise.” Additionally, in response to the statement: “The administration provides leadership and encouragement to staff in improving job effectiveness,” 85 percent agreed or strongly agreed with the statement. This indicates that staff members feel the administration is doing what it can in these difficult budget times to provide any necessary training. [Evidence: IIIA.44 q. 32, 34]

#### **Actionable Improvement Plan**

None

### **III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

#### **Descriptive Summary**

CCCC, as part of the Institutional Effectiveness-Collaborative Decision-Making Process, integrates human resource planning with institutional planning. As mentioned above, certificated, classified, and administrative staffing needs are a reflection of Program Review recommendations and planning documents (e.g., Educational Master Plan, Strategic Plan, Facilities Plan, and Technology Plan). The Staffing Plan developed for the transition from the Center to college address present and future needs in the areas of instructional, student services, business services, and administrative services. In terms of prioritizing the staffing needs as part of the resource allocation process, once the district determines number of positions, dialogue and discussion occurs at the site including department chairs, the College Center Council, and the Campus President’s Cabinet, with the Campus President making the final decision. Administrative Regulation 7120 describes the recruitment and employment process for full-time faculty. The Center also hires part-time instructional faculty based upon collaboration with the deans and department chairs utilizing criteria including FTES, enrollment trends, program needs, and facilities. Regarding part-time non-instructional faculty, such as counselors, the Center uses similar criteria in determining the number and hours of employment based upon student service needs throughout the academic year. Generally speaking, the Center hires

additional counselors for the beginning of the fall semester, during registration for the spring semester, and during the high school and new student registration period for the subsequent summer session and fall semester. [Evidence: IIIA.34 # 7120]

The Center also hires classified support staff based upon the Staffing Plan described earlier, with the prioritization of the positions based upon budget and need. The College Center Council reviews the Staffing Plan annually and if new positions receive funding at the district level, the College Center Council will make a recommendation to the Campus President who will determine the final priority considered by the Chancellor and Board of Trustees.

The Staffing Plan also identifies administrative positions for CCCC and ultimately Clovis Community College. [Evidence: IIIA.41]

### **Self Evaluation**

CCCC meets this standard. The existing and future Staffing Plan, Facilities Plan, and priorities developed through the collaborative decision-making process reflect the current and future program, facilities, and student support services needs of the Center. The Center uses data generated through an assessment of Program Review recommendations and the Educational Master Plan projections, Strategic Plan analysis, Technology Plan objectives, surveys, ARCC reports, advisory committee recommendations, and community-based needs to integrate human resource planning with institutional planning. For example, the Center bases the Facilities Plan upon the planned future instructional programs and student support services which involve the hiring of individuals who work within the various departments and departments of the Center. A recent example is the hiring of an additional Instructional Technician – General Science to assist in maintaining the chemistry and biology and preparing the labs for instruction.

CCCC also addresses staffing of additional and replacement faculty positions annually through a process involving the department chairs coming to consensus on priorities of recommendations for the Campus President. When a position becomes vacant, the Center does not automatically replace the position but rather department chairs and administration review it to determine if a replacement is warranted. Department chairs also consider new certificated positions based upon the Staffing Plan driven by current and future growth projections and emerging career technical training needs.

When the Center receives additional funding, it will consider new classified positions for funding based upon the prioritized Staffing Plan, which the Center will use in its transition to full college status. As mentioned above, the Facility Plan, which ties directly to the Staffing Plans, will drive capital projects. [Evidence: IIIA.41, IIIA.66]

### **Actionable Improvement Plan**

None.

### **Evidence List**

<b>Document #</b>	<b>Document Title</b>
<b>IIIA.1</b>	Central 14 Trainings Workshops 2010-2013

<b>IIIA.2</b>	Central 14 Trainings Workshops 2005-2014
<b>IIIA.3</b>	Central 14 Trainings Workshops Sign-in Sheets
<b>IIIA.4</b>	Student Events Calendar FA13
<b>IIIA.5</b>	New Employee Handbook 2014
<b>IIIA.6</b>	Districtwide Management Meetings with Trainings 2011-2014
<b>IIIA.7</b>	Equal Employment Opportunity Plan 2013-2016
<b>IIIA.8</b>	Minimum Qualifications for Faculty and Admin
<b>IIIA.9</b>	Certificated Staffing Request Form
<b>IIIA.10</b>	Program Review Cycle Four Schedule
<b>IIIA.11</b>	Classified Professionals Technology Training Schedule 2014-2015
<b>IIIA.12</b>	Classified Professionals Technology Training Evaluation Form
<b>IIIA.13</b>	3CSN Professional Learning Opportunities FA14
<b>IIIA.14</b>	Leveraging Technology Conference October 2014
<b>IIIA.15</b>	Duty Day Memo New Part-Time Faculty Meeting FA13
<b>IIIA.16</b>	Duty Day Memo Returning Part-Time Faculty Meeting FA13
<b>IIIA.17</b>	Duty Day All Part-Time Faculty Orientation Presentation FA13
<b>IIIA.18</b>	Duty Day New Part-Time Faculty Orientation Presentation FA13
<b>IIIA.19</b>	Duty Day Part-Time Faculty Orientation Attendance List FA13
<b>IIIA.20</b>	Academic Administrator EEO Training Handout
<b>IIIA.21</b>	Full-Time Faculty EEO Training Handout
<b>IIIA.22</b>	Interim Academic Administrator EEO Information 2013-2014
<b>IIIA.23</b>	New Faculty & Staff Orientation Minutes FA14
<b>IIIA.24</b>	New Faculty & Staff Orientation Email 8-11-14
<b>IIIA.25</b>	New Faculty & Staff Orientation Accreditation Overview 8-22-14
<b>IIIA.26</b>	District New Employee Orientation Email 8-8-14 Staff Development Committee Minutes Reviewing Staff Development Process 9-24-14
<b>IIIA.27</b>	Development Process 9-24-14
<b>IIIA.28</b>	SCCCD Financial Statements 2010-2011
<b>IIIA.29</b>	SCCCD Financial Statements 2011-2012
<b>IIIA.30</b>	SCCCD Financial Statements 2012-2013
<b>IIIA.31</b>	Employee Demographics 2007-2013
<b>IIIA.32</b>	Student Demographics 2009-2014 Classified Professionals Mega Conference Schedule at a Glance SP14
<b>IIIA.33</b>	SP14
<b>IIIA.34</b>	Administrative Regulations (all)
<b>IIIA.35</b>	Department Chairs Minutes Blackboard Website
<b>IIIA.36</b>	Certificated Staffing Request Form 2014-2015
<b>IIIA.37</b>	California Education Code 88080, 88081, 88087
<b>IIIA.38</b>	Board Policies (all)
<b>IIIA.39</b>	Personnel Commission Rules
<b>IIIA.40</b>	Classified Staffing Request Form Sample

<b>IIIA.41</b>	Transitional Staffing Plan
<b>IIIA.42</b>	Educational Master Plan 2010
<b>IIIA.43</b>	College Center Council Agendas SP12-FA14
<b>IIIA.44</b>	Accreditation Survey Results
<b>IIIA.45</b>	SCFT Full-Time Faculty Contract 2012-2015
<b>IIIA.46</b>	SCFT Part-Time Faculty Contract 2012-2015
<b>IIIA.47</b>	Tenure Evaluation Packet
<b>IIIA.48</b>	SCCCD Employment Website
<b>IIIA.49</b>	People Admin Online Recruitment Website
<b>IIIA.50</b>	CSEA Contract 2012-2015
<b>IIIA.51</b>	Administrative Evaluation Form
<b>IIIA.52</b>	Certificated Personnel Evaluation Report
<b>IIIA.53</b>	Tenure Track Evaluation List 2014-2015
<b>IIIA.54</b>	Part-Time Faculty Evaluation List
<b>IIIA.55</b>	Classified Evaluation Form
<b>IIIA.56</b>	Classification Study Management and Confidential Final Draft 9-25-14
<b>IIIA.57</b>	Faculty Evaluation Form
<b>IIIA.58</b>	Student Questionnaire for Faculty Evaluations
<b>IIIA.59</b>	Duties and Responsibilities Evaluation
<b>IIIA.60</b>	Class Schedule SP15
<b>IIIA.61</b>	Program Review Cycle Three Handbook
<b>IIIA.62</b>	Duty Day Agendas FA11-FA14
<b>IIIA.63</b>	BLANK
<b>IIIA.64</b>	Equivalency Committee Operating Agreement
<b>IIIA.65</b>	Willow International Eligibility for Candidacy Application
<b>IIIA.66</b>	Facilities Master Plan
<b>IIIA.67</b>	BLANK
<b>IIIA.68</b>	President's Cabinet Agendas & Minutes Blackboard Website
<b>IIIA.69</b>	Faculty Handbook 2014-2015
<b>IIIA.70</b>	Equal Employment Opportunity Hiring Information 2013-2014
<b>IIIA.71</b>	Equal Employment Opportunity Hiring Information 2014-2015
<b>IIIA.72</b>	California Education Code 87031
<b>IIIA.73</b>	Mission Statement
<b>IIIA.74</b>	Vision Statement
<b>IIIA.75</b>	Tenure Review Self Evaluation
<b>IIIA.76</b>	Reedley College Catalog 2014-2015
<b>IIIA.77</b>	Student Complaint Form
<b>IIIA.78</b>	Strategic Plan 2013-2017
<b>IIIA.79</b>	Staff Development Forms
<b>IIIA.80</b>	Flex Day Activities FA11-FA14

<b>IIIA.81</b>	Flex Day Forms
<b>IIIA.82</b>	Flex Day Forms Completed FA14
<b>IIIA.83</b>	On-Site Technology Training Schedule 2013-2014
<b>IIIA.84</b>	On-Site Technology Training Evaluation Form
<b>IIIA.85</b>	CCLASS Leadership Seminar Series
<b>IIIA.86</b>	CCLASS Narrative
<b>IIIA.87</b>	Enrollment Management Plan 2013-2014
<b>IIIA.88</b>	Technology Plan Draft 2014-2017
<b>IIIA.89</b>	Student Success Committee Blackboard Website
<b>IIIA.90</b>	BLANK
<b>IIIA.91</b>	College Center Council Minutes SP12-FA14
<b>IIIA.92</b>	Classified Professionals Mega Conference Evaluation SP14
<b>IIIA.93</b>	Program Review Cycle Four Handbook

## Standard IIB

# Physical Resources



Ciovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.



## **STANDARD IIIB Physical Resources**

**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

**III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

**III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

### **Descriptive Summary**

Clovis Community College Center first opened in Fall 2007 after the completion of the first 80,000 square foot Academic Center building (AC1). A child development center, cafeteria, bookstore, and maintenance plant became operational between Fall 2007 and Spring 2008. The campus doubled in size with the opening of a new 80,000 square foot Academic Center building (AC2) in Fall 2010. As in the initial planning stages for the new campus, current planning for campus physical resources focuses on actions that best support the college mission and are consistent with the Strategic Plan and Educational Master Plan. Faculty and staff at all levels participated in collaborative planning for these new campus facilities.

The campus utilizes the Strategic Plan and program review processes as well as participation on important oversight committees, including the College Center Council, in order to ensure that safe and sufficient physical resources are available to support and assist in the continuous improvement of Center programs and services. CCCC operates an off-campus site approximately four miles from the main campus. CCCC has offered classes there continuously since the new site opened in 2007 and expanded course offerings in Fall 2014. CCCC also rents a pool from Clovis Unified School District for physical education classes. The pool is located at the Clovis North High School, which is directly across the street from the CCCC main campus. [Evidence: IIIB.47]

CCCC has grown tremendously since Fall 2007. Over 6,200 students now attend the Center, accounting for over 1,900 full-time equivalent students (FTES) in Fall 2014. CCCC offers over 700 courses annually in 45 areas of study and gives students a choice of transfer, Associate Degrees, Certificates of Achievement, and Certificates of Completion through the Reedley College Catalog and curriculum. [Evidence: IIIB.38, IIIB.39]

CCCC has an Environmental Health and Safety/Facilities Committee. Members include the Campus President, Vice President of Instruction and Student Services, Vice President of Administrative Services, Dean of Instruction, Associate Vice Chancellor of District Operations, a faculty union representative, faculty representatives appointed by Academic Senate, classified representatives appointed by Classified Senate and Classified School Employees Association, counselors, department chairs, a student representative appointed by the ASG, a DSPS

representative, Director of Technology, Director Maintenance and Operations, Grounds Manager, Director of Environmental Health and Safety, and Construction Services Manager. The committee develops, monitors, and has implementation oversight of facilities. This committee evaluates and recommends revisions of plans and standards. The planning process and Facilities Master Plan and goals guide budget priorities. The committee's recommendations reflect the values of SCCCD and CCCC and support CCCC's mission with the ultimate goal of improving student success, fulfilling student learning outcomes, and serving the community as a whole. The committee develops, implements, evaluates, and revises (if necessary) the facility plans, projects, and initiatives, both long and short term, within the continuous strategic planning process of CCCC and the district. In addition, the committee reviews scheduled maintenance plans and projects, on-going maintenance, grounds, and building services plans and schedules. The committee addresses diversity in all planning and implementation processes as appropriate. Diversity issues include but are not limited to access, use, learning experience, and indoor/outdoor environment. [Evidence: IIIB.16]

In addition, the College Center Council is the CCCC governance council, whose purpose is to assess and improve upon the existing process of evaluation, planning, and improvement for the CCCC, including facilities, with an emphasis on strategic planning and implementation processes. The College Center Council is instrumental in identifying future programs and facilities. [Evidence: IIIB.45]

At CCCC, the institutional planning and collaborative decision-making processes help to establish priorities among competing needs. Each fall, administrators, faculty, and staff begin the collaborative process for financial planning and budget development. In building the discretionary budget, administrators invite and encourage all members of the campus community to submit a request for funding using the Action Plan Funding Request form for specific program needs to their representative on the College Center Council. In addition, each department may request additional resources for program needs as identified through Program Review recommendations. CCCC uses the Action Plan Funding Request process to identify program and department equipment replacement and maintenance needs as well as emerging space and facility needs. Through the collaborative decision-making process, this broad-based body of constituents evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements. [Evidence: IIIB.14, IIIB.49]

The College Center Council prioritizes and addresses both instructional and non-instructional requests. Faculty and staff justify equipment repair through the budget process, using support from the Action Plan Funding Request process documentation. The College Center Council, President's Cabinet, and Environmental Health and Safety/Facilities Committee meetings discuss facility space needs. [Evidence: IIIB.15, IIIB.40, IIIB.45, IIIB.46, IIIB.51, IIIB.56]

### Facilities

In 2003, the State Center Community College District Board of Trustees completed the acquisition of approximately 110 acres for a permanent site located at Willow and International Avenues in response to the tremendous growth in the northeast area of Clovis and Fresno.

The district passed a local bond (Measure E) in November 2002, which provided \$161 million dollars for district-wide building projects. State funds and Measure E bond monies provided funding for the CCCC 80,000 square-foot Academic Center One facility in the amount of \$50 million. The facility that opened in Fall 2007 includes an open computer lab, computer laboratory classrooms, a multi-media studio, an art studio, a physics laboratory, a forum hall, distance learning and traditional classrooms, a tutorial center, the Associated Student Government and College Center Activities office, an administration suite, and offices. The initial phase also included, in separate facilities, a bookstore, an internet café, and a utility/maintenance facility.

The CCCC campus also includes the 80,000 square-foot Academic Center Phase Two facility that opened in Fall 2010. A 50-50 split between state funds and the Measure E bond provided funding for Phase Two (AC2) in the amount of \$38.5 million. The facility is located north of the existing Academic Center and includes allied health and science laboratories, a fitness center, a dance studio, a library/learning resource center, student services, business services, classrooms, and offices.

The campus also includes a central plant and yard that houses the district operations, grounds and maintenance staff, boilers and chillers, and technology. This facility opened with AC1. The bookstore and cafe facility opened shortly after in Spring 2008. The local Measure E bond provided funding for this facility. [Evidence: IIIB.57]

As stated in the Educational Master Plan, CCCC has as its next priority the building of a Career Technical Education Facility that would house an Electrician Technician program, an Entrepreneurial Center, a Culinary Arts program and Water and Solar Technology programs. Faculty, staff, and administrators determined the priorities for the next buildings in an exercise on Spring 2014 Duty Day. By votes from all groups, they determined the following priority:

1. Student Success Center
2. Classroom Building
3. Athletics: Soccer Fields and Field House
4. Student Services Building
5. Performing Arts Center
6. Gymnasium containing Tennis Courts and Swimming Pools
7. Softball and Baseball fields
8. Warehouse
9. Administration Building
10. Library

#### Child Development Center (CDC)

Through AB-16 California Joint Use Facilities legislation, CCCC received funding to construct a state-of-the-art Early Childhood Education Center in collaboration with the Clovis Unified School District (CUSD) and State Center Community College District. The 12,000-square foot facility opened in Fall 2007 and serves as a licensed childcare center/laboratory for high school and college students taking child development and pre-teaching courses. Approximately \$2 million dollars each from SCCCD and CUSD funded the \$6 million dollar facility; the state

allocated an additional \$1.8 million dollars to complete the Child Development Center. A \$280,050 grant from the Fresno County First Five agency funded the playground for the CDC.

The CDC includes two lecture classrooms, office space for four faculty, two observation rooms, a staff workroom, and four adult restrooms. There are four classrooms that provide care for ten toddlers and 40 preschoolers. Observation rooms offer students, caregivers, teachers, program managers, community members, and parents the opportunity to unobtrusively observe examples of high quality programming.

Clovis Community College Center completed construction of a soccer field during the fall of 2014. Classes began Fall 2014 and plans are to have a soccer team when ACCJC grants CCCC college status.

### **Self Evaluation**

CCCC meets this standard. Planning for physical resources for CCCC utilizes the district's and Center's mission statements, Strategic Plan, Educational Master Plan, Program Review, Environmental Health and Safety/Facilities Committee and College Center Council recommendations, along with faculty, staff, and students' input. [Evidence: IIIB.41, IIIB.42, IIIB.43, IIIB.44, IIIB.58]

In addition, the objective of the Educational Master Plan, completed in March 2010, is to bring together educational components of CCCC into a long-range plan that will support decision making for the future. The plan is a dynamic document, flexible enough to adjust to new issues and needs that may arise, and assists with guiding decision making at CCCC. [Evidence: IIIB.41, IIIB.42, IIIB.44]

The CDC at CCCC is one of eight accredited centers in Fresno through the National Association for the Education of Young Children (NAEYC) and serves as a demonstration site modeling best practices. The NAEYC accreditation is a voluntary system that measures the quality of childcare centers and preschools. It is dedicated to helping programs offer high-quality learning environments for children. [Evidence: IIIB.24]

According to the 2013 Accreditation Survey, 91.9 percent of respondents strongly agree or agree that "Systematic assessment of effective use of physical resources is integrated in institutional planning," and 92.6 percent strongly agree or agree that "The College Center systematically maintains and upgrades its physical resources (i.e., facilities, equipment, etc.) to support its programs and services." [Evidence: IIIB.48 q. 43, 44]

The Center encourages and supports faculty, staff, and student involvement in assessing, evaluating, and improving selection, allocation, and use of physical resources through shared governance, including the College Center Council, Strategic Plan, Educational Master Plan, Facilities Master Plan, Program Review, Technology Plan, and as well as the Environmental Health and Safety/Facilities Committee. The Center utilizes a collaborative process for planning for physical resources, which demonstrates a commitment to improving educational effectiveness and student learning.

### **Actionable Improvement Plans**

The State Center Community College District Board of Trustees is considering placing a bond measure on the ballot for the November 2016 election. If this measure passes, Clovis Community College Center has as its first priority to build a Career Technical Education Facility.

#### **III.C.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

#### **Descriptive Summary**

The CCCC campus design and construction conform to all applicable state and local building codes, including the Americans with Disabilities Act (ADA) that requires compliance with regulations regarding accessibility and safety for the handicapped. The California Division of the State Architect (DSA) reviews construction and remodeling to ensure compliance with access and safety requirements. Facilities maintenance and operations comply with the California Occupational Health and Safety Act (Cal/OSHA). CCCC considers input from faculty as well as staff at all levels in the planning and design of the campus in order to assure access, safety, security, and a healthful and effective learning and working environment.

#### Access

District and Center employees provide custodial, maintenance, and grounds services in order to ensure that paths, hallways, classrooms, and offices are clean and accessible. There is access to campus parking from three separate entrances and the number of parking stalls meets the current need. Bike lanes are well marked on both major streets that border the campus, and the cities of Fresno and Clovis have completed a new bike/walking path that further facilitates access to campus by bicycles and pedestrians. Both the bike lanes and the bike path connect the CCCC with the downtown Clovis/Fresno area for safe commuting between the Center and many Clovis/Fresno city sites and residences. Pedestrian crosswalks are well marked at all intersections. Additional crosswalks are located at convenient locations between the CCCC campus and the Clovis North High School campus located across the street from the Center. There are multiple bicycle racks on campus. Handicap accessible parking, curb cuts, and electric entrance doors are in place for physically-challenged individuals.

#### Custodial, Maintenance, and Grounds

The building services staff (custodial) is a center-managed department that reports to the Vice President of Administrative Services. These staff members are responsible for providing a clean, safe environment and campus-wide event facilities management for students, faculty, staff, and visitors. The staff consists of one Lead Custodian, one General Utility Worker, and five Custodians. CCCC utilizes student workers as funding allows. In addition, CCCC partners with the Fresno Local Workforce Investment Board to provide custodial training for eligible participants. These trainees are at no cost to the Center and are able to assist under direct supervision with basic custodial duties. The building services staff utilizes a “zone” process for cleaning. The entire building services team, with leadership from the Lead Custodian, provides absentee coverage, project work, and event management.

The District Operations Department organizes and manages maintenance and grounds staff at CCCC. The Director of Maintenance and Operations and the Grounds Manager report directly to the district Associate Vice Chancellor of Operations. These managers have authority throughout the district at all sites including CCCC. CCCC utilizes the SchoolDude Maintenance Direct web based application for maintenance requests and repairs. Administrative Services staff, Business Office staff, maintenance and building services staff have access to the SchoolDude application and can submit work orders for needed repairs. When a staff member submits a work order, he or she sends an e-mail back to the requestor indicating that he or she received the work order. When the appropriate supervisor assigns the work, he or she notifies the requestor via a second e-mail. Finally, the staff member sends a third e-mail when the work is complete. The office of the Vice President of Administrative Services keeps the work order information on file. [Evidence: IIIB.22]

CCCC develops scheduled maintenance lists in conjunction with District Operations to ensure that CCCC monitors and replaces or upgrades heating and cooling systems, fire suppression systems, and similar safety equipment in a timely manner. [Evidence: IIIB.7]

The CCCC Vice President of Administrative Services is the liaison between the District Operations Department and the Center. In addition, the Director of Maintenance and Operations, the Grounds Manager, Director of Environmental Health and Safety, the Construction Services Manager and the Associate Vice Chancellor of District Operations serve on the CCCC Environmental Health and Safety/Facilities Committee. This structure serves the Center well and ensures that communication and cooperation takes place between the Center and the district regarding maintenance and grounds in support of the CCCC's goals.

### Police Services

Safety and security is a shared responsibility among the custodial, maintenance, and grounds departments; however, the SCCC Police Department has overall responsibility for safety and security on the campus to ensure safe learning and working environments and to protect persons and property. District police officers provide professional services and safety assistance to students, faculty, and staff and adhere to the training and hiring standards of the California Department of Justice Commission on Police Officer Standards and Training. The district determines campus assignments and schedules of police officers. Currently, there is a police officer assigned to CCCC part-time during day and evening hours. There is also a district-wide, 24-hour emergency police dispatch system that all students, faculty, and staff can use to more effectively connect to needed services from the nearest police department or other 911 emergency system providers. The District Police Department also monitors the automated door security system and camera systems throughout the campus.

As a part of its Emergency Response Program, the Center also participates in an emergency employee notification system that operates via text messaging and e-mail. The district posts the information to the district website. The Academic Center One (AC1) and Academic Center Two (AC2) have an automatic lock-down system that an emergency call box in the administration suite in AC1 and the Admissions and Records Office in AC2 activates. Upon activation, this system automatically calls the District Police Department, the City of Fresno Police Department, and locks down all exterior doors in AC1, AC2, and the CDC. In addition, CCCC recently had an interior and exterior audible alarm/notification system installed. The system consists of loudspeakers

placed strategically throughout the campus and has tone and intelligible voice capabilities. The Center has installed three emergency call box/telephones throughout campus that will allow direct access to the District Police Dispatcher in order to request immediate police assistance in case of emergency. In addition, all classroom and office phones have a red “panic button” that immediately connects the caller to Police Dispatch when pressed. [Evidence: IIIB.18]

In the event of total system power failure, including the CCCC back-up generator, CCCC has installed a short wave radio battery back-up system that provides approximately six hours of power for the police channel and facilities staff. The police, college nurse, custodial, maintenance, and grounds staff as well as selective administrative personnel carry these radios. This additional power source assures that CCCC will maintain communication in the event of a campus-wide emergency. In addition, CCCC has also installed a radio signal repeater to boost the communication signal between the campus radios in order to ensure radio coverage for the entire site.

The District Police Department handles all reports of crimes, emergencies, and coordinates the assistance, if required, of outside agencies on the campus. The Police Department is also responsible for coordinating emergency/crisis management and as such has established procedures for faculty, staff, and students to follow in the event of an emergency. The Center has posted a flip chart displaying emergency procedures in each classroom and in offices throughout the campus. [Evidence: IIIB.9]

The Vice President of Administrative Services is the CCCC liaison between the District Police Department and the Center.

#### Disabled Students Programs and Services

Disabled Students Programs and Services (DSPS) provides specialized services and academic accommodations that assist students with documented physical, psychological, and learning disabilities reach their maximum potential while achieving their educational goals. Services and accommodations may include but are not limited to disability-related counseling, learning disability assessment, test proctoring, not-taking, alternate media for textbooks and adaptive software. [Evidence: IIIB.30]

#### Health and Psychological Services

One college nurse (RN), supported by one part-time department secretary position who also works for Psychological Services, staff the Health Services Office.

The Health Services Office offers first aid, nursing consultation and referral, as well as other health and wellness services. Health Services also oversees the Automated External Defibrillator (AED) program for the campus, which includes monthly inspections and upkeep of the devices. The nurse maintains three AEDs on campus: one in each of the Academic Center buildings and one in the Health Office. Health Services provides and stocks first aid kits kept at various locations throughout campus including each of the laboratory areas. The college nurse offers CPR and AED certification for staff as well as annual training to designated staff regarding the handling of student, staff, and visitor injuries on campus. The college nurse also takes student and visitor injury reports and completes an accident report form. The college nurse handles any paperwork required for student

insurance coverage for injuries that occur on campus and provides procedures and training annually to office staff to ensure that injured students receive safe, timely, and appropriate care of injuries whether or not the college nurse is available on campus. The college nurse reviews aggregated student and visitor injury reports, and the nurse is a standing member of the Environmental Health and Safety Committee. [Evidence: IIB.32, IIB.51]

Two rotating psychological interns staff Psychological Services and provide services Monday through Wednesday as well as Thursday and Friday afternoons. The Psychological Services office is located in Academic Center 2 building, room 117, adjacent to the Health Services office. The support provided through Psychological Services includes individual and group psychotherapy, mental health student outreach, classroom presentations, crisis intervention, community resources, and staff/faculty consultation.

The college nurse and psychological interns also serve as members of CCCC's Behavioral Intervention Team (BIT) and crisis intervention team for the purpose of maintaining overall health and safety for all students and the campus.

#### Environmental Health and Safety

The District Director of Environmental Health and Safety updated the district's health and safety training programs as of January 2013. The training is available via the district's website and includes Injury and Illness Prevention Plan (IIPP), Hazard Communication, Chemical Hygiene, Blood-borne Pathogen, Heat Illness Prevention, Respiratory Protection, Hearing Conservation, and Emergency Response. The district established these programs with the primary purpose of ensuring the safety and health of students and employees by providing a safe and healthful work and study environment. The district designed these programs to train all employees in safe and healthy work practices. Employees received fundamental safety training in an online safety training program implemented in Spring 2010. Online training modules include IIPP, Chemical Hygiene, Blood-borne Pathogen, and Safe Lifting Practices. Future modules include Utility Cart Safety and Ergonomics. [Evidence: IIB.54, IIB.59]

The Campus President and Vice President of Administrative Services co-chair the Center's Environmental Health and Safety/Facilities Committee, which convenes once per semester or more often as need dictates. The purpose of the committee is to promote health, safety, and emergency preparedness on campus. The committee reviews and investigates employee injuries, student and visitor injuries, routine facility safety inspections, as well as other identified campus health and safety issues. The committee makes recommendations to the administration to provide for continuous improvement of campus safety. Safety hazards receive the highest priority in terms of finance allocations and response time. [IIB.15, IIB.60]

The Center has an automated fire notification system, and it performs testing of the system annually. In addition, custodial and building maintenance staff inspects all fire extinguishers and science lab eye wash stations on a monthly basis and test the automatic sprinkler system once every five years. The Vice President of Administrative Services office maintains records of inspections. In addition, the Central Plant office houses completed scheduled maintenance reports for the eyewash stations, emergency lighting, generator testing, and elevator permits. Per regulation, the Child Development Center performs fire drills on a monthly basis. The Child Development Center Coordinator forwards any issues identified during the fire drills to the



Environmental Health and Safety/Facilities Committee for review and recommendations for improvement as appropriate. [Evidence: IIIB.5, IIIB.8, IIIB.19]

Custodial, grounds, maintenance staff, and Instructional Technicians for General Science keep Safety Data Sheets (SDS) binders for grounds, maintenance, and labs up-to-date. The binders are specific to the area of use, and each area houses its specific binder. In the labs, the Chemical Hygiene Plan binder includes the SDS. In addition, the district Director of Environmental Health and Safety conducts periodic inspections of the Center to ensure the Center is storing and handling hazardous waste properly. The Center stores hazardous waste products in a locked storage unit located in the plant facility yard. An outside waste management firm picks up and transports these waste products at least every six months or more frequently. [Evidence: IIIB.55]

Alliance of Schools for Cooperative Programs (ASCIP), a joint-powers agency, processes and manages employee injuries and worker's compensation claims. This agency also provides safety programs and reviews ways and means of minimizing district and Center liability loss. Employees have access to a 24-hour company nurse hotline for triage by a nurse and facilitation of referral to healthcare providers for on-the-job injuries. The company nurse completes all employee accident reports and forwards them to the District Safety Officer who reports findings to the Environmental Health and Safety/Facilities Committee for review.

### **Self Evaluation**

CCCC meets this standard. CCCC provides a healthful environment at its campus by maintaining grounds and pleasant, attractive landscaping. Multiple indoor and outdoor seating areas are available for individual or group study, rest and relaxation or social interactions. There are ample, readily available, easily accessible, and well-maintained restroom facilities. The café offers comfortable seating as well as many healthy snack and meal options. Hand sanitizers are located in all high traffic offices and TV monitors display campus information include health tips such as seasonal flu information or stress management techniques. The insides of bathroom stalls display Student Health 101 Stall Street Journals, which provide practical health and safety information specific to college life. Stall Street Journal topics cover a wide range of health and safety information including tips for stress management, cold/flu prevention, depression, nutrition, exercise, and sleep as well as tips for safe ways to enjoy college life. Attractive display cases also provide students with helpful and interesting learning opportunities including information on health issues, campus club activities, and various student support services. As a courtesy to others, signage directs smoking students to limit smoking to specific designated areas on campus. [Evidence: IIIB.1, IIIB.2, IIIB.3, IIIB.20, IIIB.21]

The Child Development Center complies with Title 22 Community Care Licensing Regulations which regulate the physical indoor and outdoor space of the facility as well as the health and safety of all staff members and children at the site. In addition, the National Association for the Education of Young Children (NEAYC) awarded the CDC accreditation in July 2010 for having met their early childhood program standards. [Evidence: IIIB.4, IIIB.24]

To increase safety, the CCCC campus has emergency lighting and exit signs that maintenance staff regularly maintain, a generator to power lights during power outage events, regular maintenance of the heating and cooling system provided by the full-time maintenance staff,

evacuation chairs at the top of each stairwell to assist non-ambulatory students and staff in the event of loss of elevator power (training for use of the evacuation chairs has been provided to custodial staff and is open to all staff), and a district contract for the safe handling and disposal of hazardous materials. In addition, PE, biology, and chemistry instructors give students oral and written safety instructions at the beginning of each semester; the CDC staff conduct daily inspections of the CDC for unsafe conditions. [Evidence: IIIB.50, IIIB.53]

Biannually, the college nurse certifies the permanent staff members in the Child Development Center in CPR and first aid. In addition, the CCCC Health Services office regularly schedules CPR training for faculty and staff. The college nurse also instructs CPR-trained faculty and staff in the use of the Automated External Defibrillator (AED) devices that are available in both AC1 and AC2 buildings. The AED log that the Health Services Office maintains demonstrates that the Health Services staff monitor AEDs on campus on a monthly basis and maintain them in good working order. The Health Services Office stores replacement AED supplies to allow for quick replacement of outdated pads and batteries as needed. CPR training logs demonstrate that CPR and AED certified staff is available on campus to assist with emergencies. [Evidence: IIIB.23, IIIB.31, IIIB.32]

In order to ensure timely and appropriate care of injured students, the college nurse provides training annually to designated administrative staff. The nurse also trains staff members on completion of student insurance documents for times when the nurse is not available. Health Services staff maintain and annually update the Student Injury Guidelines and Forms binders that the Center provides to designated administrative staff. The binders contain the information and all the forms needed to safely handle campus injuries and the student insurance paperwork. [Evidence: IIIB.25, IIIB.26, IIIB.27, IIIB.28, IIIB.29]

All colleges and centers within the district have an Emergency Preparedness Plan. The plan identifies the critical response team members and related duties. In addition, CCCC has crisis intervention information posted in each classroom/office to address issues such as active shooter, fire, injury or illness, crimes in progress/civil disturbance, bomb threat/suspicious objects, hazardous materials leaks/spills, earthquakes, evacuation of disabled, and campus emergency evacuation maps. In March 2014, CCCC managers attended an Active Shooter Training Class. [Evidence: IIIB.9, IIIB.18, IIIB.33, IIIB.34, IIIB.35, IIIB.36, IIIB.37]

In the event of a gross power outage, a generator in the central plant is available to provide backup power to the Center through a diesel fuel engine. The generator also provides the Center with emergency lighting. Batteries provide a secondary source of power should the generator fail to act as an uninterrupted power source (UPS) for the facility network system, including phones.

The District Director of Environmental Health and Safety provides online training modules, including safety training, for specific employee groups that various department managers can monitor. The District Director of Environmental and Health Safety also provides training to staff involved with hazardous materials both in storing, handling, and disposal of hazardous materials/waste. [Evidence: IIIB.54]

The district also provides all full-time staff in benefited positions with an Employee Assistance Program (EAP), a service which provides faculty, staff, and their family members with personal assistance, counseling, and advice on health and welfare issues. In addition, the Holman Group sends regular e-mails to staff on topics ranging from diet and nutrition, exercise, money management, and stress management. The District Benefits Office Specialist relays frequent information through e-mails and newsletters. CCCC displays health posters throughout the campus.

The CCCC campus does not have a history of claims alleging problems with access, dangerous facilities, or inadequate security. The Center is committed to maintaining services to ensure that this record will continue as the campus continues to grow.

According to the 2013 Accreditation Survey, over 96.7 percent of the respondents agree or strongly agree that “The College Center systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment.” In addition, 93.2 percent of survey respondents agree or strongly agree that “The exterior lighting of the College Center is adequate and kept in working order.” [Evidence: IIIB.48 q. 45, 49]

Question # 47 in the 2013 Accreditation Survey addresses the physical appearance of the campus with 99 percent of respondents in agreement that “The exterior features of the campus buildings are well maintained.” In addition, question # 48 addresses “The interior of the classrooms, offices, and restrooms are adequately maintained” with 98.1 percent of respondents agreeing or strongly agreeing. Question # 46 had a respondent result of 98 percent agreement to “The grounds are pleasing and adequately maintained.” [Evidence: IIIB.48 q. 46, 47, 48]

Currently there are 1,700 total parking stalls on the CCCC campus. Over 87 percent of staff surveyed agree or strongly agree that “Parking facilities at my primary work site are adequate for my needs.” [Evidence: IIIB.48 q. 51]

### **Actionable Improvement Plan**

None

**III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

### **Descriptive Summary**

As part of its institutional planning process, CCCC is committed to a systematic approach for all planning and budgeting activities. This approach includes the assessment of all current functions and activities and the development of a district-wide process for the ongoing assessment of future programs, services, and facilities.

The district develops annual and long-range plans for capital expenditures directly linked to the Center's needs and congruent with both short- and long-range planning processes. The district and Center's mission statements and Strategic Plans provide the outline for the development of the five-year CCCC Construction Plan. In addition, the College Center Council, in conjunction with the Environmental Health and Safety/Facilities Committee, utilizes many sources, including the Educational Master Plan and Program Reviews, in order to identify facilities and the associated cost of ownership necessary to address institutional improvement goals.

The district and Center use a broad definition of "cost of ownership" including staffing, equipment maintenance and replacement, utilities, and supplies. In 2000-2001, the district contracted the services of an outside consultant to address maintenance staffing needs and establish a guideline to assist in assigning the appropriate number of building custodial staff in relation to facility square footage. As a result, CCCC received an additional district-funded custodian upon the completion of the AC2 facility.

Responsibility for equipment is dependent on the function of the equipment. "Fixed" classroom equipment and equipment pertinent to the physical plant are the responsibility of the Maintenance Services Department (in conjunction with the district-level Operations Department). The district's Information Services (IS) Department is responsible for the Datal MIS, network systems, and telephone systems. The Center's Technology Services department is responsible for implementation and maintenance of all other technology; once network systems and services arrive on campus, technology services takes over all responsibility for the system's operation.

CCCC's Director of Technology is currently a 40 percent shared position with Reedley College. The CCCC Staffing Plan provides for a full-time Director of Technology beginning Fall 2015. The director chairs the CCCC Distance Education Technology Advisory Committee (DETAC) and is a member of President's Cabinet. The Technology Services Department procures and maintains audiovisual and computer equipment used for student learning, including video conferencing, with assistance from the district's IS Department. The Director of Technology manages a staff of one permanent, full-time Microcomputer Resource Technician, three permanent part-time Instructional Technicians, and varying numbers of student aides.

The Center maintains Blackboard as its primary course management software tool. Courses in all formats (online, face-to-face, and hybrid) use this software to disseminate course material, post grades, communicate with students, and hold discussions. The software is especially indispensable for courses taught in the distance education mode.

Also facilitating distance education courses is the Camtasia software tool. This program allows instructors to record live presentations for remote viewing. CCCC also provides many instructors who teach in the distance education mode with tablet PCs that enable them to provide synchronous help with homework as well as facilitate the production of recorded lectures. Students taking online courses who do not have their own computer equipment may use computers on campus in the open lab to complete their coursework.

There are classrooms with remote video conferencing capability in each academic center building at CCCC. These classrooms are available for synchronous distance education instruction between district sites.

Selection, maintenance, inventory, and replacement of equipment have not been issues for CCCC. The Center purchased the majority of equipment purchased through state Building Capital Project funds as well as Measure E local bond monies, and as a result, equipment is generally fewer than four years old. With instructional equipment funds, CCCC plans to replace computers in student labs in the next fiscal year, 2014-15.

While state funding has been uncertain the past few years, the lottery funds for the district and Center have remained relatively stable and are available for capital expenditure projects. The district and Center's decision package process consists of restricting the annual lottery (LTO) revenue to one-time funding, on a one-year delayed basis. The one-year delayed basis reserves a full year of lottery funds and positions the Center and district to make annual or shorter notice funding decisions for needs not included or funded by the other capital expenditure sources. For example, the Center has upgraded equipment (computers, printers, etc.), facilities (signage, high speed buffers, custodial utility carts, etc.), and provided instructional support (autoclave, science models, etc.) as appropriate. [Evidence: IIB.10, IIB.11, IIB.12, IIB.13]

Department chairs prioritize instructional Action Plan Funding Requests prior to submitting the requests to the College Center Council. The College Center Council receives input from the various groups represented on the council in order to prioritize requests for the lottery funds. In building the lottery funds discretionary budget, administration invites and encourages all members of the campus community to submit a request for funding on an Action Plan Funding Request form. The Center uses the Action Plan Funding Request process to identify program and department needs as well as emerging space and facilities needs, which tie in directly to integrated planning. Through the collaborative decision-making process, the College Center Council evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans as well as accreditation requirements. The College Center Council prioritizes and addresses both instructional and non-instructional requests and forwards recommendations to the Campus President. [Evidence: IIB.10, IIB.11, IIB.12, IIB.13]

The CCCC Educational Master Plan and Strategic Plan tie directly to the District Strategic Plan and strategic issues. The CCCC Vice President of Instruction and Student Services, the Vice President of Administrative Services, a faculty representative, two classified staff, and one student are members of the District-wide Facilities Planning Committee, which the district established in May 2007. The purpose of the committee is to assist in planning for facilities, personnel, utilities, insurance, supplies, and other operational expenses. Each committee member is able to provide pertinent information as to the unique needs of each of the colleges and centers during the planning process. The committee functions as an information liaison between the district and the colleges and centers regarding information on the development and planning of new facilities. In addition, committee members give updates on the progress of district facilities projects. Each member has the responsibility to communicate information back to his or her constituency groups. This committee

systematically assesses the effective use of new physical resources and uses the results of the evaluation as the basis for future planning. [Evidence: IIIB.17]

The Center closely ties capital expenditures with district plans. The Center uses the following documents for planning: Five-Year Construction Plan, Scheduled Maintenance Plan, various block grant funding, and lottery revenue decision Action Plan Funding Requests. All of the above tie strategic academic planning, the Educational Master Plan, Program Review, and student success initiatives to capital expenditures. In September 2012, the Board of Trustees approved a comprehensive Master Facilities Plan for the colleges and centers. [Evidence: IIIB.17]

### **Self Evaluation**

CCCC meets this standard. Long-range capital planning, relying on the Facilities Master Plan, annual Five-Year Plan updates, and Action Plan Funding Requests allow for informed decision making and results in facilities that meet CCCC's institutional goals.

Energy efficiency is a priority design criterion. A closed loop system utilizing hot water boilers and chillers provide heating and cooling at CCCC. The hot water boilers at the central plant provide heating while conserving natural gas consumption. The central plant chiller saves utility costs by chilling water and running the water throughout the facility to cool buildings during the day.

A computerized process that provides for system control and centralized monitoring controls a building Energy Management System (EMS). The EMS also controls lighting for the Center. Windows throughout the facility are insulated glass with a performance level of VS8-08.

The landscape at CCCC is state of the art for efficiency. The Rainbird Maxicom system, which uses an on-site weather station that provides information on watering needs on a daily basis, controls the grounds' irrigation. This type of system typically saves 30-50 percent of water usage as compared to a traditional irrigation clock system. The Center also uses the weather station for monitoring other Rainbird irrigation system clocks within a 50-mile radius throughout the Fresno and Clovis area. In addition, the Center uses surface water from the Fresno Irrigation District as it does not have a ground water well on site. Drought resistant plants and landscape design have resulted in a beautiful yet ecologically-friendly environment.

Custodial and grounds service levels are adequate for the Center. However, CCCC will add staff per the approved CCCC Staffing Plan when the budget allows.

The Center plans, builds, maintains, and upgrades or replaces its physical resources in a manner that supports its commitment to students, faculty, and staff, and to achieving student learning outcomes. The Center files the five-year construction plan annually with the state. It helps determine the level of state funding received for capital projects. It also lists planned future projects and how the Center will use projected facilities. [Evidence: IIIB.6]

The 2013 Accreditation Survey reflects 92.6 percent of staff agree or strongly agree that “The College Center systematically maintains and upgrades its physical resources (i.e., facilities, equipment, etc.) to support its programs and services.” [Evidence: IIIB.48 q. 44]

### **Actionable Improvement Plan**

None

### **III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

#### **Descriptive Summary**

There is an emphasis on linking financial planning to funding programs and services that are congruent with the achievement of institutional goals and objectives coming out of the Center’s Mission Statement, Strategic Plan, Educational Master Plan, Matriculation Plan, Technology Plan, Program Review recommendations, and annual goals and objectives. The district’s comprehensive Strategic Plan is also an integral factor in the Center’s planning processes. In addition, the Board of Trustees approved a district-wide Facilities Master Plan in September 2012. The Center updates the Facilities Master Plan as necessary to reflect changes in the curricula and programs.

Physical resource planning and evaluation support the Center’s mission, and the Center links these plans to specific educational goals and objectives. Constituency groups, administration, the Environmental Health and Safety/Facilities Committee, the College Center Council, and the Board of Trustees collaborate to ensure that facilities support the strategic and educational plans and goals. The Center holds forums to gather input and to discuss priority planning of projects. Program planning, design, review of design drawings, and implementation of construction involve all stakeholders, including end-users and building occupants. Furnishings and equipment selection processes have been open to end-user for input and selection. [Evidence: IIIB.51, IIIB.56]

Faculty, staff, and managers determine the needs for equipment in various instructional and student service programs. During budget preparation, all programs and services evaluate the sufficiency of both instructional and non-instructional equipment. The department chairs collaborate with faculty to review their requests. Managers monitor budget and work with their respective staff to determine what equipment they may need. In addition, the program review process allows faculty and staff to evaluate their programs in an objective manner to determine needs and to update curriculum, programs, and services as needed, including physical resources. Following the evaluation, faculty and staff develop Action Plan Funding Requests for justification for additional resources to support the identified needs. Faculty and staff submit all Action Plan Funding Requests to the College Center Council. All requests must tie back to one or more of the institutional or district plans: Strategic Plan, Educational Master Plan, Enrollment Management Plan, Technology Plan, Facilities Master Plan, Program Review, Matriculation Plan, or student learning outcomes. The College Center Council prioritizes requests, makes recommendations, and forwards them to the Campus President.

The College Center Council and Campus President make decisions to purchase equipment based on need and budget availability. The Center funds many equipment needs through the college general fund budget, the Perkins Grant budget, decision packages, and available bond funds. A five-year technology equipment replacement plan to address technology needs has been developed with the Distance Education Technology Advisory Committee (DETAC) making recommendations of priorities. DETAC developed this plan in conjunction with district-wide strategic planning to include computer standardization and technical support personnel recommendations. [Evidence: IIIB.61]

The district-level Information Systems Department and the Center's Director of Technology jointly coordinate the purchase and maintenance of hardware and software. The Director of Technology also prepares and submits Action Plan Funding Requests to support identified technology and software needs. State-of-the-art computer equipment and software are currently the standard at CCCC due to the recent completion of the building projects and associated equipment budgets from both the state funding and local Measure E bonds.

Physical resource planning is integrated with institutional planning. The Strategic Plan, the Educational Master Plan, and the Facilities Master Plan, along with the Five-Year Construction Plan, serve as guiding documents for facilities planning. The ultimate goal of the process is to provide facilities that support campus programs and services and operate at a high level of integrity and quality.

### **Self Evaluation**

CCCC meets this standard. The shared governance process through the College Center Council ensures that resources tie back to the institutional plans. Resource allocation through the College Center Council Action Plan Funding Request process directly links requests for funds to the Educational Master Plan, Strategic Plan, Enrollment Management Plan, Technology Plan, Matriculation Plan, and student learning outcomes. Program Review recommendations are also a consideration during the budgeting process as the Center assesses physical resources through the program review process, which includes review and evaluation of data relating to facilities use. The Center makes changes based on program needs and uses this information to evaluate, plan, and improve facilities to meet student learning needs.

Through effective use of state and bond funds, CCCC has completed construction of both major facilities on campus: Academic Center One and Academic Center Two. These facilities include classrooms, science laboratories, computer labs, library/learning resources facilities, a tutorial center, distance education classrooms, student services, and all administrative offices.

Through the College Center Council annual planning and budget process, the Center evaluates and incorporates its facility needs in plans and budget requests. The College Center Council prioritizes the list of needs and passes the information on to the Campus President. [Evidence: IIIB.10, IIIB.11, IIIB.12, IIIB.13, IIIB.14]

The Center evaluates the sufficiency of equipment using the same processes. Individual departments and programs identify specific needs, both short- and long-range for consideration of funding. The district and CCCC have been successful in writing grant applications, and CCCC



has been awarded grant money for the following: a national Department of Education Title V grant to promote basic skills education through the establishment of a tutorial center, a Student Support Services Science, Technology, Engineering, and Math (STEM) grant, and a Student Support Services (SSS) Grant that provides for counseling and advising for high-risk transfer students. CCCC also received American Restoration and Recovery Act funds for two networking cohorts.

Question # 43 on the 2013 Accreditation Survey validates that 91.9 percent of staff agree or strongly agree that “Systematic assessment of effective use of physical resources is integrated in institutional planning.” [Evidence: IIIB.48 q. 43]

**Actionable Improvement Plan**

None

**Evidence List**

<b>Document #</b>	<b>Document Title</b>
<b>IIIB.1</b>	Stall Street Journals SP13
<b>IIIB.2</b>	Stall Street Journals 2013-2014
<b>IIIB.3</b>	Stall Street Journals FA14
<b>IIIB.4</b>	Child Development Center Licensing Regulations
<b>IIIB.5</b>	Child Development Center Fire Drill Log 2013-2014
<b>IIIB.6</b>	SCCCD Five Year Construction Plan 2016-2020
<b>IIIB.7</b>	SCCCD Five Year Scheduled Maintenance Plan 2014-2019
<b>IIIB.8</b>	Emergency Eyewash-Shower Inspection Form 8-17-14
<b>IIIB.9</b>	Emergency Procedures Poster
<b>IIIB.10</b>	Action Plan Requests 2013-2014
<b>IIIB.11</b>	Action Plan Summary Sheet 2013-2014
<b>IIIB.12</b>	Action Plan Requests 2014-2015
<b>IIIB.13</b>	Action Plan Summary Sheet 2015-2016
<b>IIIB.14</b>	Action Plan Funding Request Process 2015-2016
<b>IIIB.15</b>	Environmental Health & Safety Committee Agendas FA13-SP14 Environmental Health & Safety Committee Operating Agreement 2013-2014
<b>IIIB.16</b>	
<b>IIIB.17</b>	Districtwide Facilities Planning Committee Operating Agreement 9-25-14
<b>IIIB.18</b>	Emergency Alert First to Know Flyer
<b>IIIB.19</b>	Fire Extinguisher Inspection Log 9-14-14
<b>IIIB.20</b>	Smoke Free Environment Board Policy 6850
<b>IIIB.21</b>	Hazardous Materials and Smoke Free Environments Admin. Regs. 6850
<b>IIIB.22</b>	Maintenance Direct Quick Step Guide
<b>IIIB.23</b>	Child Development Center Employees Pediatric First Aid Certifications
<b>IIIB.24</b>	Child Development Center NAEYC Accreditation Certificate
<b>IIIB.25</b>	Injury on Campus Flowchart Guidelines

<b>IIIB.26</b>	Injury on Campus Resources Flyer
<b>IIIB.27</b>	Student Insurance Paperwork Procedure Flowchart
<b>IIIB.28</b>	Student and Public Accident Report Form
<b>IIIB.29</b>	HIPAA and Claim Forms
<b>IIIB.30</b>	DSPS Brochure
<b>IIIB.31</b>	CPR, AED, and Pediatric First Aid Certification List FA14
<b>IIIB.32</b>	AED Monthly Checks 9-17-14
<b>IIIB.33</b>	School Shooting Quick Reference Guide
<b>IIIB.34</b>	Active Shooter Poster Training First Responders and School Officials on Active Shooter Situations
<b>IIIB.35</b>	
<b>IIIB.36</b>	Guide for Developing High-Quality Emergency Operations Plans Threat Assessment in Schools- A Guide to Managing Threatening Situations
<b>IIIB.37</b>	
<b>IIIB.38</b>	Class Schedule SU-FA13
<b>IIIB.39</b>	Class Schedule SP14
<b>IIIB.40</b>	Campus President's Cabinet Minutes Blackboard Website
<b>IIIB.41</b>	Strategic Plan Priorities 2013-2017
<b>IIIB.42</b>	Strategic Plan 2013-2017
<b>IIIB.43</b>	Mission Statement
<b>IIIB.44</b>	Educational Master Plan 2010
<b>IIIB.45</b>	College Center Council Agendas SP12-FA14
<b>IIIB.46</b>	College Center Council Minutes SP12-FA14
<b>IIIB.47</b>	Clovis North Pool Contract
<b>IIIB.48</b>	Accreditation Survey Results
<b>IIIB.49</b>	Action Plan Funding Request Form 2015-2016
<b>IIIB.50</b>	Child Development Center Cleaning and Sanitation Schedule
<b>IIIB.51</b>	Environmental Health & Safety - Facilities Minutes 2014
<b>IIIB.52</b>	BLANK
<b>IIIB.53</b>	Child Development Center Daily Inspection Checklist
<b>IIIB.54</b>	Injury and Illness Prevention Program Training Website
<b>IIIB.55</b>	Material Safety Data Sheets Examples
<b>IIIB.56</b>	President's Cabinet Agendas & Minutes Blackboard Website
<b>IIIB.57</b>	Site Plans
<b>IIIB.58</b>	Program Review Blackboard Website
<b>IIIB.59</b>	AR 6800 Safety
<b>IIIB.60</b>	Integrated Planning-Participatory Governance Handbook 2014-2015
<b>IIIB.61</b>	Technology Plan Draft 2014-2017

## Standard IIC

# Technology Resources



### Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

## **STANDARD IIIC: Technology Resources**

**Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

**III.C.1. The institution ensures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

The State Center Community College District provides the primary support for district-wide networking and administrative systems, such as Datatel and e-mail. Clovis Community College Center has a dedicated staff who support the campus technology environment for students, faculty, and staff. They work closely together to provide support for all the educational and administrative needs of the campus.

The Distance Education Technology Advisory Committee (DETAC), comprised of campus users, advises the Director of Technology on the technology needs for the campus. Technology planning is a key part of the integrated planning model. CCCC utilizes the Action Plan Funding Request process to evaluate and allocate funds for the next year. The College Center Council evaluates the Action Plans based upon how well they support the Educational Master Plan, the Strategic Plan, Program Review recommendations, and student learning outcomes assessments. DETAC submits Action Plans for items identified in the CCCC Technology Plan identifies. [Evidence: IIIC.12]

**III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

### **Descriptive Summary**

Technology services are critical to produce the high level of student learning that is a hallmark of Clovis Community College Center. Maintaining technology requires balancing and prioritizing the constantly evolving needs of different constituencies on campus to ensure that every population is able to achieve the expected level of excellence. Technology resources fall broadly into district-level services and campus-level services. Within each of these levels, technological resource management employs collaborative decision-making models to involve all constituencies in using technology to support student learning and institutional effectiveness.

### District-Level Resources

State Center Community College District provides enterprise-level leadership, implementation, and support for the many needs of our campuses. The district manages hardware and software that students, staff, administration, and faculty use daily to create an environment that maximizes the effectiveness of the institution and the delivery of instruction.

The district has deployed and maintains Ellucian (Colleague and WebAdvisor), which is the enterprise administrative system that manages student information, human resources, and financials. Colleague is a comprehensive academic management system that Admissions and Records, Student Services, and Administrative Services use to facilitate record keeping and the reporting of student, faculty, and staff activities and transactions.

WebAdvisor, a web application for both faculty and students, allows faculty to access current class rosters, and to submit census reports and grades. Students can access class schedules, add and drop courses, check grades, review financial aid and student account balances, and make electronic payments. WebAdvisor also provides web-based student services such as registration, transcript requests, degree audit evaluations, and grade reports. SCCCD is on the most current release of Colleague R19 and runs on HP servers that the district IS staff upgrades on a scheduled basis.

The district maintains a Voice Over Internet Protocol (VOIP) phone system by Cisco. CCCC has full deployment of the Cisco's VOIP offering. District Information Services (IS) manages the inbound/outbound telephone circuits and negotiates for the entire district to take advantage of volume pricing and other discounts. They are also responsible for the Microsoft Exchange environment that is tightly integrated with the Cisco VOIP system. It allows voicemail to be stored in users' Outlook mailbox so users can retrieve voicemail from a PC that has access to the internet.

District Information Systems provides and ensures the proper operation of the district's connection to the internet. The district currently has a one gigabyte connection speed to the internet. The physical connection to the internet is at the District Office; the wide area network (WAN) distributes the access to all the campuses. Information Systems is also responsible for the firewall, remote access (VPN and dial-up), CENIC data and video gateways for videoconferencing, and e-mail handling.

The district network group is responsible for planning, implementing, maintaining, and troubleshooting the wide area network (WAN) that connects all the locations. The WAN is a combination of DS3, T1, and one-gigabit connections to the campuses. CCCC connects to the district by a one gigabit point-to-point circuit.

The district staff support video conferencing. Meetings via video conference between multiple locations are examples of everyday technological use by CCCC personnel and students. The district staff provides training and support for the equipment and operation of CCCC distance learning classes and conference rooms.

The district help desk primarily supports Ellucian, WebAdvisor, and telephone problems or issues. Campus personnel are responsible for PC/network issues.

There are district-level committees that work to ensure that the support needed for campuses to maximize student learning is available to all the constituencies that the district serves. District-level committees are part of the integrated decision-making model.

CCCC's goal is to maximize student learning and completion. Achieving this goal and having the fluidity to engage in sustainable continuous quality improvement requires effective use of technology resources.

At the campus level, staff, faculty, and administrators who utilize technology to best serve students' needs and support student learning augment the district's contribution.

CCCC has a computer services staff who are responsible for local computers, servers, and printers. Computer services staff are also responsible for Local Area Network, software deployment, classroom technology support, distance learning equipment, and open lab resources.

One Microcomputer Resource Technician, three part-time Instructional Technicians, and several student aides compose the technical staff. The Director of Technology is responsible for overseeing the department. That position is a shared position (40 percent) with Reedley College, and it will change in 2015 to a full-time position as identified in the Staffing Plan. The Reedley College Network Coordinator is responsible for maintaining the network and server environment. The Staffing Plan for CCCC incorporated a dedicated network coordinator (2015) and additional technicians to support the campus as it grows. The computer services staff utilize an online form for requesting support for any technology needs, as well as being on site to support technology issues that immediately impact the classroom (online, distance learning, and traditional). The computer services staff prioritize the issues that need resolving in an order outlined by the Distance Education Technology Advisory Committee. [Evidence: IIIC.21]

The CCCC campus opened in 2007; the second phase (AC2 building) opened in Fall 2010. The AC2 building brought the number of computer labs on campus to six. A robust open computer lab with 84 PCs and four Macs (for students utilizing digital art production software) is located in Academic Center One, and students use it extensively. AC1-245 houses a state-of-the-art graphics art lab of 33 Apple Mac Pro computers, graphic tablets, and large format printers, and promotes interdisciplinary collaboration between computer graphics and art. All campus classrooms are “smart rooms” equipped with an instructor computer station, projector, sound, and DVD/VCR player. Four classrooms (one of which is an Apple lab) have dedicated PCs for each of the students. Three mobile laptop carts have Wi-Fi-enabled laptops for use in the classrooms. There is an assessment center with dedicated computers so the Center can accommodate assessments and career planning workshops at any time; the Center does not schedule classes in this room. The library has 23 PCs available for student use loaded with all the software that students need. A faculty workroom, available to all full- and part-time faculty, is equipped with computers, printers, and internet access. The Associated Student Government (ASG) office is equipped with computers with internet access for students. Three classrooms and four conference rooms have video conferencing equipment which allows increased efficiency by eliminating travel for intra-district meetings.

The Center has implemented VDI, Virtual Desktop Infrastructure, comprising of 48 workstations into AC1-114. VDI allows a lower total cost of ownership and improves the support model for the equipment. The Distance Education Technology Advisory Committee has updated the five-year equipment replacement plan to reflect using the VDI model. [Evidence: IIIC.14, IIIC.18]

The network resources that operate the LAN and Wi-Fi access use the latest network design using Cisco's 3750 series network switches. The switches are connected together in a stack in each of the MDF (main distribution frame) and IDFs (intermediate distribution frame) rooms. The Local Area Network (LAN) connects all computers, printers, servers, and telephones at gigabyte speeds. Each of the rooms has a UPS (uninterruptible power supply) and is connected to the backup power generator which ensures up-time during power outages. The MDF is where the

Dell server farm resides and supports all the local academic and administrative needs. Computer staff updated the wireless network in 2014 with Aerohive equipment. This allows CCCC to have complete wireless coverage for the entire campus, including all classrooms and offices. A Summer 2014 project to replace the Bluesocket equipment with Aerohive equipment allowed more and faster user connections while improving security and control of access. The campus maintains service agreements for all of its mission-critical equipment, which minimizes outages due to failures.

### Distance Education

The Center maintains Blackboard as its primary course management system. All courses, regardless of format (online, face-to-face, hybrid), can use Blackboard to disseminate course material, post grades, communicate with students, and hold live discussions. The software is especially indispensable for courses taught in the online mode.

Also facilitating distance education courses are the Camtasia software tools. These programs allow instructors to record live presentations for remote viewing. CCCC provides many instructors who teach in the distance education mode with tablet PCs that enable synchronous help with homework as well as facilitate the production of recorded lectures.

Students taking online courses who do not have their own computer equipment may use computers on campus in the open lab to complete their coursework.

### Student Support Services

Student Services uses many of the SARS (Scheduling and Reporting System) suite of products: SARSGRID, an online appointment system used to schedule appointments and to track data which the Center uses for matriculation and decision-making processes; SARS Call, an automated messaging system for appointment reminders, announcements, registration notices and other student-related messages; and SARS Alert, which provides an online system to identify students who are struggling early in the semester and offer these students appropriate services. eSARS, an online appointment scheduler, allows the students to schedule online counseling appointments; and SARS Trak, a student self-serve check-in/check-out system for measuring students' use of college services, such as counseling.

### **Self Evaluation**

CCCC meets this standard. The Center and district recognize the importance of technology in the delivery and support of student learning. Under the technology goal of the Strategic Plan are objectives to “increase the level of independent trouble-shooting by end users, increase the efficiency of tech support, and to increase professional development opportunities,” for all CCCC constituents. CCCC has moved closer to its objectives by utilizing Flex Days to hold workshops for faculty, staff, and administration on a variety of technology programs including but not limited to:

1. Blackboard—For improving classroom and online resource management and distribution of class materials, lessons, notes, and communication. This software solution is also a valuable resource for decreasing the wasteful use of paper and other print materials. Presidium supports Blackboard by giving 24-hour help to instructors and students.

Committees and campus organizations like Accreditation, Academic Senate, Office of Instruction, Distance Education Technology Advisory Committee, etc., use Blackboard organizations extensively for collaboration and record keeping.

2. WebAdvisor—Allows continuous access for instructors to rosters and schedules, as well as abilities to drop students. WebAdvisor also allows instructors to turn in midterm and final grades along with attendance rosters. Students are also frequent users of WebAdvisor as it is the primary method for registering for classes.
3. Classroom solutions such as PowerPoint and Camtasia—These allow faculty, staff, and administrators to learn how to integrate technology into presentation of materials and concepts for classroom, Program Review presentations, and Duty Day presentations. The “smart classroom” allows faculty to either insert a flash drive into the classroom computer or quickly connect their laptop to use the presentation equipment. They can also log onto the classroom computer and access their presentations stored on the shared folders.
4. Micrograde – is offered to instructors to manage grades and attendance. Instructors enter test and homework scores and the package calculates the overall grade for the student. WebGrade allows the student online access to their grades.
5. Atomic Learning – An online learning tool implemented in 2014 that allows faculty, staff, and administration training on the Center’s software. It is accessible from anywhere, so employees can learn at their own pace and location.

Online access to Atomic Learning allow faculty and staff to training modules on most of the software applications used at the Center. CCCC is dedicated to improving student learning and the effectiveness of the institution through the use of technological resources.

Results from the 2013 Accreditation Survey of faculty and staff survey are quite supportive of the technological resources available:

- 96.1 percent of faculty/staff agree or strongly agree the available computer hardware, software, multimedia, and other technologies are sufficient to help them effectively perform their required duties.
- 81.3 percent of faculty/staff agree or strongly agree that technology training is available when needed; while 81.3 percent agree or strongly agree that technology training has been effective and of high quality .
- 96.0 percent of faculty/staff agree or strongly agree that when technology is required for them to perform their duties, it is available at appropriate times and places (on campus and/or remotely).

[Evidence: IIIC.7 q. 52, 56, 57, 59]

Results from the student survey for the Computer Services Program Review have similar support.



- 94.3 percent of students are satisfied with the available computer hardware and software help them to effectively perform their required assignments
- 93.8 percent of students are satisfied that the staff is helpful when they need technical support/training
- 90.9 percent of students are satisfied that there are an adequate amount of work stations in the computer lab.

[Evidence: IIC.2, IIC.5, IIC.10]

Technology is important to all areas of CCCC. As part of the program review cycle, technology undergoes a review process the same as all academic programs and student services. [RC-WI Computer Services Program Review] This is a critical step in utilizing resources effectively using the collaborative decision-making process that integrates planning, student learning outcomes, and Program Review. Surveys of faculty, staff, and students during this process allow all constituents the opportunity to add to the dialogue that will contribute to sustainable continuous quality improvement. There are several committees working toward the acquisition and implementation of technology resources, resulting in all campus groups participating in the decision-making process. [Evidence: IIC.1, IIC.2, IIC.3, IIC.4, IIC.5, IIC.6, IIC.8, IIC.9, IIC.13]

#### Classroom Technology

The faculty, through professional development and Program Review, assess the technology needs for students in the classroom to effectively engage in learning. These needs are brought forward in Program Review reports and Program Review/Student Learning Outcome Annual Reports, which track annual goals developed through the review process. Once faculty identify a need, they create an Action Plan Funding Request for the purchasing and implementation of a technology resource. This Action Plan must be tied to the Educational Master Plan, Strategic Plan, Program Review, and/or other functional plans relevant to the importance of student learning and the mission of CCCC. Department chairs review Action Plans before forwarding them to the College Center Council. The College Center Council has representation from all constituencies on campus including faculty (part- and full-time), classified staff, administration, and students. The College Center Council also reviews Action Plans and then makes funding recommendations to the Campus President. The Campus President only funds Action Plans that can contribute to meeting the recommendations of Program Reviews, to improving student learning outcomes, or to accomplishing objectives outlined in the Strategic Plan or Educational Master Plan. Items as small as instructional DVDs to as large as software acquisitions for programs go through the collaborative decision-making process. [Evidence: IIC.19]

#### Campus Technology

At the campus level, the Distance Education Technology Advisory Committee (DETAC) and the Technology Plan identify, evaluate, and make recommendations for technology support and improvement on a campus-wide scale. The DETAC brings plans through the College Center Council. The DETAC itself has representation from all departments, including classified staff. [Evidence IIC.20]

There are over 530 computers on campus with one full-time Microcomputer Resource Technician and three part-time Instructional Technicians who are responsible for the deployment

and implementation of software, the repair and maintenance of hardware, and the integration of new microcomputer resources. With technology use increasing in all academic departments, increased student access to campus wide Wi-Fi, the integration of technology in the tracking of student data, and the necessary security measures to support the use of technology, the Center recognizes the need to increase the level of support for technology. [Evidence IIC.11]

The 2013 Accreditation Survey given CCCC faculty and staff included a question about the effectiveness of technical support staff. In response to the statement, “The number of technical staff is sufficient to provide effective service for faculty/staff,” only 68.9 percent of the respondents strongly agreed or agreed. The Staffing Plan addresses this issue by prioritizing the hiring of additional support staff once CCCC receives initial accreditation. [Evidence: IIC.7, IIC.21]

There are a number of committees that support the advancement of technology at CCCC. These committees have specific roles that define and address the variety of technology needs and represent all of the campuses constituents:

College Center Council - Faculty for each department, students, staff, and administration comprise this committee. This committee is responsible for addressing the needs and concerns of all constituent groups as they relate to funding specific technology needs or in their implementation. [Evidence: IIC.22]

Curriculum Committee - The Curriculum Committee recently installed CurricUNET to handle all curriculum needs. With this technology, the committee improves its effectiveness (and ultimately the institution) by centralizing the curriculum creation, approval, and modification process. The use of CurricUNET also contacts necessary constituent groups for review of curriculum additions and changes. [Evidence: IIC.23]

Distance Education Technology Advisory Committee (DETAC) – DETAC combines what had previously been two committees (the Distance Education Committee and the Technology Advisory Committee) in 2013. The Campus President and Academic Senate charged DETAC to address distance education, including online and hybrid classes. One of DETAC’s responsibilities is to define the technology needs of distance education and the Center. In 2014, the Center appointed two Distance Education Coordinators to help instructors with managing online courses. [Evidence: IIC.20]

IS (Information Systems) Priority Committee - The IS Priority Committee is an operational district-wide committee that primarily addresses Datatel/WebAdvisor programming projects that faculty, staff, students, and administrators have requested to improve technology services. The main goal of this committee is to review and prioritize requests and existing projects in order of importance to maximize service delivery and programming resources.

District Technology Committee - This district-level committee is a forum where members can discuss technology plans that affect the whole district. The district has recently reactivated the committee. The first major initiative was to update the District Technology Plan.

## **Actionable Improvement Plan**

None.

### **III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

#### **Descriptive Summary**

There are many training opportunities at CCCC for students, faculty, and staff. The Center focuses technology training on the areas where each group engages with technology to support and enhance student learning.

The Center routinely offers technology workshops for classified staff (though all personnel are welcome to participate in many of these workshops) via the Classified Professionals Steering Committee. Technology training classes are available for faculty during the spring and fall Flex Days. Resident faculty and/or outside experts typically lead these professional development opportunities. Computer services staff assist many faculty and staff by providing one-on-one training on an as-needed basis. The District Office of Institutional Research and the CCCC Institutional Researcher survey faculty and staff to ascertain their training needs. Faculty who teach in distance education mode have held workshops for training on software such as the Blackboard Version 9 upgrade, the Microsoft upgrade to Office 2010, and Camtasia. [Evidence: IIC.32]

Faculty and staff members have many other avenues for obtaining technology training. Many often travel off-campus to participate in technology training conferences and workshops. Staff development (Lottery Funds) or Perkins Grants fund these events. Faculty and staff members ask for administrative approval before attending these events, and in the case of staff development funds, the Staff Development Committee approves the expenditures. In 2013, the Center implemented Atomic Learning, an online resource for faculty/staff training. The CCCC website has links to online training for Office 2010, Atomic Learning, Blackboard, and Datatel. Some faculty have attended online course training for teaching courses via distance education. Other faculty have obtained technological training relevant to their discipline and teaching through university courses (or equivalent) as part of professional development encouraged by the Salary Advancement portion of the faculty contract. [Evidence: IIC.24]

Each area of the campus may also offer training specific to its own needs. The counseling faculty and staff have provided staff training for the CCCC website development and editing, online counseling, Live Help and FAQs, development of Blackboard organizations, Datatel uploads for multiple student contacts, and Datatel MIS coding entries for interested staff. Counseling has also provided training in each component of the SARS System for student services: SARS Grid, a grid-based system designed to make student appointments, track drop-in visits, and maintain counselor schedules; SARS Plan, an on-screen calendar/planner with point and click capability; SARS Trak, a student self-serve system allowing students to check in/check out of service sites and record reasons for their visits; and SARS ALERT, an early alert referral system that enables faculty to identify students who are having academic, behavioral, personal, or enrollment difficulties, connects students with campus support services that can provide appropriate interventions and record feedback on actions taken. [Evidence: IIC.15, IIC.16, IIC.17]

Distance Education Coordinators have provided training in Blackboard covering the following topics: customization, creating announcements, creating and deploying assignments, viewing rosters, grading, discussion boards, and grouping students in Blackboard. The distance education coordinators have also provided training on creating closed caption videos for use in faculty Blackboard classrooms. Trainings have also been provided to the Student Success Committee and Faculty Duty Day workshops regarding the distance education population attending CCCC, a comparison of distance education and traditional students, as well as distance education faculty standards.

Mathematics faculty have provided training in math-related teaching software such as Geometer's Sketch Pad, Camtasia, and MyMathLab online homework software.

Students have many avenues for technology training in their many interactions at the Center: advising, transfer, registration, distance education, course management software, technology competency, and library research training. Counseling faculty and staff provide an online orientation for students new to CCCC. They offer CSU online application workshops to assist students in navigating the website in this important step towards transfer. Counselors train students to use assist.org, a website that helps students explore major options and articulation at CSU and UC systems. Counseling and technological support staff provide training in WebAdvisor, the enrollment management system; Blackboard, the course management system; and the new SCCC CD e-mail system. Students interested in taking a distance education course can take IS 202, Introduction to Online Education, to familiarize them with the online learning environment. Students on Academic Probation can attend an online probation workshop offered through Student Support Services. [Evidence: IIC.25, IIC.26]

The librarian provides on-demand and course-integrated information competency instruction. Students learn how to locate print and electronic resources, narrow or broaden topic assignments, use the online library catalog, construct effective search strategies, understand the ethical use of information, and cite sources appropriately. In the 2013-14 academic year, the librarian provided 2,624 on-demand sessions and 72 course-integrated sessions. Computers are a mainstay of this instruction, and 89 percent of the course-integrated sessions required the use of a computer lab. [Evidence: IIC.27]

One of the Associate Degree requirements for students is familiarity with computer concepts and computer use. There are three options available to the students: complete a course from the approved list, complete the Information Systems - Computer Literacy Brief Courses Certificate, or successfully pass a college examination of computer familiarity. The Center catalog lists and describes the options. [Evidence: IIC.28]

There are four computer familiarity graduation performance standards:

1. Activate a personal computer and load files or software from a disk and/or CD ROM;
2. Access and use one application to create a document, save, retrieve, and print it;
3. Access the Internet on a dial up basis or via a school Local Area Network and use a search tool to locate information relevant to course work, then print it or download it to a file; and

4. Send and reply to email messages.

### **Self Evaluation**

CCCC meets this standard. The Classified Professionals workshops provide regular training opportunities available for staff so that they can improve their technical knowledge. Those who attend evaluate these workshops regularly, and evaluations are positive. These workshops are open to all personnel. Flex Days and other training sessions offer opportunities for faculty to engage in planned, organized technology trainings geared toward their needs. Atomic Learning online training website offers faculty and staff easy access to training materials. Computer Services incorporates training for software upgrades into the roll-out schedules. Library resource training for students is available. Students also have access to online probation workshops, orientation, and a distance education course management class. Surveys and Program Reviews provide feedback on training needs.

Results from the 2013 Accreditation Survey of faculty and staff survey are quite supportive of the training available at CCCC:

- 81.3 percent of faculty/staff agree or strongly agree that technology training is available when needed
- 81.3 percent agree or strongly agree that technology training has been effective and of high quality.
- 96.0 percent of faculty/staff agree or strongly agree that when technology is required for them to perform their duties, it is available at appropriate times and places (on campus and/or remotely).

[Evidence: IIC.7 q. 56, 57, 59]

### **Actionable Improvement Plan**

None.

### **III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

#### **Descriptive Summary**

##### District Information Systems

The district Information Systems Department is responsible for the support and maintenance of the core administrative systems (Datatel, WebAdvisor, Exchange, and Institutional Research data) and the WAN. Administrative systems are on an annual maintenance program. Hardware is under full warranty and then placed on maintenance plans once the warranty has expired. The IS Department staff is responsible to upgrade hardware to meet user demands for more processing power and speed, i.e. Blackboard and Ellucian upgrades. They upgraded the wide-area network to meet the campus needs; this includes converting to AT&T's OPT-E-MAN for network speeds. The district has recently installed a backup generator to provide power during outages; previously access to district resources was lost during an outage.

The District Technology Committee is a district-wide committee that has constituents from the colleges, centers, and the district office. The committee is responsible for coordinating technology plans and projects that impact the district. The IS Priorities Committee is responsible

for coordinating projects related to the Colleague/WebAdvisor systems. Constituents from the colleges and centers make decisions about future projects and direction for Colleague.

The CCCC campus is a new facility and the funding for the construction allowed for the purchase of all new equipment for infrastructure, classroom, and office environments. Incorporated into the design of the facility is power redundancy; each MDF/IDF has a UPS that is connected to the emergency backup generator.

The Director of Technology currently allocates 40 percent of his time to CCCC. There is currently one Microcomputer Resource Technician and three part-time Instructional Technicians who support the CCCC campus, along with student aides when funding is available. The Center's Staffing Plan will convert the director to full-time, add a network coordinator, and convert the part-time instructional technicians to full-time by 2016 since the tremendous growth of the Center has increased the demands for support of technology beyond the current staff capability. [Evidence: IIC.21]

The Distance Education/ Technology Advisory Committee (DETAC) is responsible for the updates to the Technology Plan. The CCCC Technology Plan addresses the acquisition, support, and replacement process for the technology infrastructure and equipment. The Five-Year Replacement Plan details the current year's projects that support the goals and objectives identified in the Technology Plan. [Evidence: IIC.14]

The Center uses the annual planning and budget process to allocate funding for technology needs. An Action Plan Funding Request identifies technology needs. The College Center Council reviews and rates the requests based upon how well the request supports Program Reviews, the Strategic Plan, the Educational Master Plan, the Technology Plan, and other functional plans. DETAC reviews and advises on projects affecting technology, including software, hardware, and training. Software upgrades are part of the annual Action Plan Funding Request process and are given top priority for funding. [Evidence: IIC.7, IIC.12]

The Center has developed a sustainable replacement cycle for the future and is in the process of implementing the plan. The Educational Master Plan identified funding for CCCC as a major area that the Center needs to address. [Evidence: IIC.14, IIC.29]

### **Self Evaluation**

CCCC meets this standard. The planning and budget process has an objective protocol for assessing and prioritizing equipment and software needs. Results of the 2013 Accreditation Survey confirm that CCCC consistently meets its technology needs. In response to the statement "The available computer hardware, software, multimedia, and other technologies are sufficient to help me effectively perform my required duties," 96.1 percent of respondents indicated that they "strongly agree" or "agree." The question "The College Center systematically reviews and updates its technological infrastructure and equipment to meet institutional needs" indicated a 88.6 percent "strongly agree" or "agree" response by the faculty and staff. [Evidence: IIC.7 q. 52, 54]

As indicated in Standard III.D., the Center will consider funding reserves when addressing the replacement of technology as per the replacement plan.

### **Actionable Improvement Plan**

None.

### **III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

#### **Descriptive Summary**

Technology resources (hardware, software, and services) are available to students, faculty, and staff in many different venues. Students and staff have access to a large number of computers in classrooms, open computer labs, and offices. There are 530 computers at CCCC, with approximately 400 allocated for student use in the open computer lab, laptop labs, PC labs, an Apple Lab, the library, and the assessment center. E-communication is available through online resources such as the CCCC website, interactive video, teleconferencing, the online course management system (Blackboard), WebAdvisor, online counseling, online assessment, and a vast variety of online library references available both on and off campus. All students have a district e-mail account which helps in their communication with the faculty and student services. [Evidence: IIC.14]

The Center has provided every full-time faculty member with a laptop to use for instructional or program purposes. All classified professionals have either a desktop or laptop PC at their workstation. All computers are attached to either dedicated or networked printers.

Departments and programs are the initial link in the process. They are responsible for determining needs and creating proposals to address technology shortcomings and potential targeted areas of growth and upgrading software/hardware. Action Plan Funding Requests generate decisions regarding the acquisition and distribution of technology resources. The Technology Plan category addresses technology-related areas; one of five resource allocation areas found on the Action Plan Funding Request Form that faculty and staff use to address acquisition, continued support, and necessary replacement of the technology infrastructure and equipment. The review of the requests is the responsibility of the College Center Council which makes decisions with the input of the Distance Education Technology Advisory Committee (DETAC). The College Center Council and DETAC base this review and rating on how well the request supports Program Review, the Strategic Plan, the Educational Master Plan, and the Technology Plan. A process, which requires supporting evidence from Program Reviews, the Educational Master Plan, and the Technology Plan, governs the distribution and utilization of technology. [Evidence: IIC.11, IIC.30]

The 2014 CCSSE survey showed 82 percent of students said that computer labs are a somewhat/very important service to them. Over 56 percent of students said that they use the computer lab (Sometimes/Often). Over 80 percent of students said that the college emphasizes using computers in academic work (Quite a bit/Very much). [Evidence: IIC.31 q. 13.3h, q. 13.1h, q. 9g]

## **Self-Evaluation**

CCCC meets this standard. Technology is widespread. Various disciplines, such as Information Systems, Engineering, Computer Science, Health Science, and English, use the 48 computers in each of the Academic Center One instructional computer labs (AC1-145, AC1-114 and AC1-118). Computer services has upgraded one of these instructional labs, AC1-118, with new computer desks where students can raise the computer on individual desks above the desk or lower it down below the desk. This configuration provides flexibility in scheduling AC1-118 as an instructional computer lab and as a lecture classroom. It is extremely useful for engineering classes where there are instances when the instructor needs the students on computers or other times when the instructor is just lecturing. The Center utilizes VDI (virtual desktop infrastructure) in AC1-114 and AC1-145 instead of the traditional desktop. This allows a lower total cost of ownership while at the same time allows for quicker repairs and updates.

Two classrooms, AC1-141 and AC1-108, are configured to be laptop-ready classrooms with adequate power supply and network connectivity. Three rolling carts each with 30 laptops that computer services brings into any classroom when needed for instruction. The cart has a charging station to charge individual laptops' batteries during idle times. An automated scheduling system helps technical-support personnel to set up these laptops in a timely fashion.

Faculty, staff, and administration assisted with developing the design of CCCC's Academic Centers in order to put student learning needs as a primary criterion. The open computer lab in AC1 provides a comfortable and supportive study area with an adequate number of up-to-date computers and study tables. The configuration of these tables allows large and small group study as well as individual reading and writing. The tables are wired so that students can bring their own laptops and plug in to power as necessary. Several toll printers are available in this area to allow students to print their documents immediately to meet their learning needs.

The library in AC2 provides a supportive learning environment for individual students as well as for collaborative groups of students. In the library 22 computers are available for students to access various electronic learning resources such as research databases, on-demand tutorials, and selected internet resources. Wireless connection is available throughout the campus to allow students to access these electronic learning resources while they are on campus, including the study area in the library.

Three collaborative-learning rooms are available in the library for those who need to complete their group assignments and projects. Up to six students can occupy each of the rooms, which each contain a large whiteboard, a table and chairs, and a 48-inch HD-flat monitor connected to a DVD player. Ample power sources are available in every room to allow students to connect their portable computers during their stay in the room. To satisfy students' printing needs, a toll-free laser-jet printer and a toll-free photo copier are also available in the library.

The Technology Plan includes the following goals linking technology resources to program development, maintenance, and enhancement:

- I. Implement equipment replacement plan for CCCC as budget allows
  - a. Objective: Prioritize technology needs for upcoming budget cycle
  - b. Objective: Identify sources of funding



- II. Increase level of independent trouble-shooting by end users
  - a. Objective: Increase Blackboard technology training
  - b. Objective: Increase classroom technology training
  - c. Objective: Increase WebAdvisor submission of grades by faculty
  
- III. Increase the efficiency of tech support
  - a. Objective: Increase the number of online help tickets submitted
  
- IV. Increase professional development opportunities
  - a. Provide at least four opportunities for staff to improve technical skills
  - b. Objective: Provide CCCConfer and @One training for posting on Blackboard
  - c. Objective: Provide training on website, budget development, Datatel and the use of the student information system

[Evidence: IIIC.11]

The most used technology resources include the computers and printers in classrooms, student services programs, and faculty and administrative offices. Faculty also use classroom presentation equipment (such as projectors, computers, and document cameras) to augment classroom instruction. CCCC is a newly constructed facility that incorporates state-of-the-art teleconferencing equipment. The use of this technology is integral when conferencing with Reedley College, Fresno City College, the district office, and CCCC. WebAdvisor is the dominant method in which students search for classes. The Distance Education Technology Advisory Committee is responsible for providing guidelines for online teaching/learning and student services.

Since CCCC is a newer facility, the classrooms have modern technology. Faculty, staff, and administration will utilize the Action Plan Funding Requests process when technology upgrades are necessary. The responses to the 2013 Accreditation Survey question, “The available computer hardware, software, multimedia, and other technologies are sufficient to help me effectively perform my required duties” indicated that 96.1 percent “strongly agree” or “agree.” Over 94 percent of the students were satisfied that “The available computer hardware and software help me to effectively perform my required assignments.” The 2014 CCSSE survey showed that 71 percent of the students were satisfied with the computer labs (Somewhat/Very). This demonstrates the commitment to supplying appropriate technology throughout Clovis Community College Center. [Evidence: IIIC.7 q. 52, IIIC.31 q. 13.2h]

### **Actionable Improvement Plan**

None

**III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

### **Descriptive Summary**

The Educational Master Plan, various Program Reviews, and the Strategic Plan serve as the guideline for the institution to operate, evaluate, and plan its institutional tasks. CCCC achieves

the objectives of its Strategic Plan, including the Technology Plan, through an action-planning process where, by consensus, the College Center Council allocates resources.

The Distance Education Technology Advisory Committee (DETAC) is the standing committee making technology recommendations, which it incorporates into the CCCC Technology Plan. The members of DETAC meet periodically to discuss topics related to technology items including planning, implementation, and evaluation. DETAC's meetings serve as forums for faculty, staff, and administration to channel their suggestions and concerns regarding technology resources and technology supports that have direct and indirect impact on their duties as well as their safety. Evidence of the technological involvement of staff, faculty, and administration is the design and implementation of technology infrastructure and technology components in the buildings, classrooms, and offices of CCCC. [Evidence: IIC.30]

The design of the buildings at CCCC have re-scalable technology infrastructure to support the growing needs of academic programs as well as student support services. This design process included comprehensive consultation with the discipline faculty members who use the facility. The design of the classroom provides a rich learning environment for the students. The Center has equipped all classrooms with a computer, a projector, a smart panel with built-in multimedia players, and connectivity to local-area networks, the district's wide-area network, and the internet. Some classrooms, conference rooms, and offices have video-conferencing equipment for distance education as well as for multi-site meetings. Free wireless internet is accessible from anywhere on campus, allowing students to access various online instructional materials from their portable computer or their handheld smart device while they are on the campus.

The faculty and staff had extensive input during both the design of AC1 and AC2. The technology and layout of the facilities are the result of the collaboration among all the constituent groups.

### **Self Evaluation**

CCCC meets this standard. CCCC has a well-established procedure for integrating technology planning with institutional planning. DETAC will continue its role as the primary body to make technology recommendations for both the CCCC Technology Plan and the Strategic Plan as well as to serve as a catalyst to reach consensus among various academic and support-service entities. The growth of student population at the Center creates many opportunities and challenges that the Center will address through the integrated planning and resource allocation processes. [Evidence: IIC.30]

### **Actionable Improvement Plan**

The Distance Education and Technology Advisory Committee will review and revise the Distance Education Handbook/Strategic Plan in order to better meet the needs of distance education students and faculty.

### **Evidence List**

<b>Document #</b>	<b>Document Title</b>
<b>IIC.1</b>	Computer Services Survey Email to Faculty & Staff FA13

<b>IIIC.2</b>	Computer Services Survey Email to Students FA13
<b>IIIC.3</b>	Computer Services Survey Email Followup FA13
<b>IIIC.4</b>	Technology Satisfaction Survey for Faculty & Staff FA13
<b>IIIC.5</b>	Technology Satisfaction Survey for Students FA13
<b>IIIC.6</b>	Technology Use and Satisfaction Survey Results Combined FA13
<b>IIIC.7</b>	Accreditation Survey Results
<b>IIIC.8</b>	Distance Ed Technology Advisory Committee Agenda 9-12-14
<b>IIIC.9</b>	Distance Ed Technology Advisory Committee Notes 9-12-14
<b>IIIC.10</b>	Program Review Computer Services Department 2013
<b>IIIC.11</b>	Technology Plan Draft 2014-2017
<b>IIIC.12</b>	Action Plans Computer Services 2015-2016
<b>IIIC.13</b>	College Center Council Agenda 2-21-14
<b>IIIC.14</b>	Equipment 5 Year Replacement Plan
<b>IIIC.15</b>	SARS GRID Overview
<b>IIIC.16</b>	SARS Software Products, Inc.
<b>IIIC.17</b>	SARS GRID Manual
<b>IIIC.18</b>	Equipment Inventory
<b>IIIC.19</b>	Action Plan Funding Request Process 2015-2016
<b>IIIC.20</b>	DETAC Operating Policies & Procedures
<b>IIIC.21</b>	Transitional Staffing Plan
<b>IIIC.22</b>	College Center Council Operating Policies & Procedures
<b>IIIC.23</b>	Curriculum Committee Operating Agreement
<b>IIIC.24</b>	Atomic Learning Website
<b>IIIC.25</b>	Online Counseling Website
<b>IIIC.26</b>	Online Probation Workshop Presentation 2013
<b>IIIC.27</b>	Library Research Instruction Request Form
<b>IIIC.28</b>	Reedley College Catalog 2014-2015
<b>IIIC.29</b>	Educational Master Plan 2010
<b>IIIC.30</b>	DETAC Minutes 9-12-14
<b>IIIC.31</b>	CCSSE 2012 Results
<b>IIIC.32</b>	Flex Day Activities FA11-FA14

## Standard IID

# Financial Resources



### Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

## **STANDARD IIID: Financial Resources**

**Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning at both college and district/system levels in multi-college systems.**

### Financial Overview

The district's financial support is largely from State of California apportionments, which incorporate into one system-wide formula the State Center Community College District's general fund allocation, property taxes, categorical funding, enrollment fees, Education Protection Act funds, and other state funds. The key component of apportionment is the calculation of full-time equivalent students (FTES). State Center Community College District resident FTES reported for the 2013-14 fiscal year was 27,135.

Current funding of CCCC is sufficient to support its existing financial commitments. The 2014-15 general fund budget of \$15,041,328 is comprised of \$13,123,856 in unrestricted funds and \$1,917,472 in restricted funds. The District Resource Allocation Model determines the unrestricted general fund budget allocation. [Evidence: IIID.45, IIID.68, IIID.96, IIID.101]

Based on information current at the time, the district combines an estimate of state revenue with an estimate of miscellaneous revenue in order to determine the total allocation available for district distribution to all sites.

On May 13, 2011, a memorandum went out to the newly formed District Resource Allocation Model Taskforce informing the group of their charge to develop and recommend to Chancellor's Cabinet and the Chancellor a District Resource Allocation Model for future resource planning and allocation decisions. The group transitioned from a taskforce to a committee in Spring 2012. In Fall 2013, the District Budget and Resource Allocation Advisory committee (DBRAAC) and constituent groups approved the model. In January 2014, the Board of Trustees approved the model to be implemented in the 2014-15 fiscal year. In May 2014, under the guidance and direction of the Interim Chancellor, the resource allocation model was modified because the adopted model did not provide stable funding, and as such the campuses were not sufficiently funded. The modified model provides for base funding equal to last year's allocation plus additional funds to cover new costs. The district allocates remaining funds available to the campuses on an FTES basis. The Interim Chancellor presented the modified model to DBRAAC, which approved it by acclamation. It will be evaluated during the 2014-2015 fiscal year. The campus presidents also presented it to their constituent groups. In September 2014, the Board of Trustees approved it with the adopted budget and implemented it in the 2014-2015 fiscal year. In addition, the district allocated CCCC approximately 1.2 million dollars from the reserve to hire additional faculty and staff to meet the needs of the CCCC Staffing Plan. When CCCC becomes Clovis Community College, the site will receive additional state funding. [Evidence: IIID.909, IIID.910, IIID.911, IIID.912, IIID.913, IIID.926, IIID.944, IIID.945]

The CCCC Mission and Goals, the Educational Master Plan, both the district and the CCCC Strategic Plans, and College Center Council recommendations based on review of faculty, staff,

and administrator-prepared Action Plans Funding Requests direct CCCC priorities for resource allocation. [Evidence: IIID.24, IIID.25, IIID.26, IIID.27, IIID.28, IIID.54]

### **III.D.1. The institution's mission and goals are the foundation for financial planning.**

#### **III.D.1.a. Financial planning is integrated with and supports all institutional planning.**

##### **Descriptive Summary**

CCCC Mission Statement: Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community.
- We believe education is based on integrity, generosity, and accountability,
- We foster critical, creative, and engaged thinking,
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs,
- We cultivate community partnerships to enhance student learning and success,
- We engage in reflective, data-driven cycle of research and innovation focused on learning and student outcomes.

[Evidence: IIID.33]

The CCCC mission statement clearly defines the broad educational goals of CCCC. This statement is the result of dialogue and collaborative efforts and reflects a strong commitment to student learning, to educational quality, and to the needs of the local community. The institution's mission and goals are the foundation of the decision-making process for financial planning. At the Center level, emphasis is on linking financial planning to funding programs and services that are congruent with achievement of institutional goals and objectives. The Center develops goals through integrated planning processes including the Educational Master Plan, Strategic Plan, Enrollment Management Plan, Technology Plan, Program Review recommendations, and College Center Council Action Plan Funding Request recommendations, and these goals directly support the Center's mission. Administrators, faculty, or staff may submit Action Plan Funding Request forms, which generally fall within the organizational areas of facilities, technology, student services, instructional equipment or supplies, and library. Administrators, faculty, and staff complete Action Plan Funding Request forms linking needs with planning each fall and submit them to the College Center Council for review and recommendation for funding. The CCCC Campus President reviews the recommendations and requests and makes a final decision. [Evidence: IIID.26, IIID.27, IIID.28, IIID.36, IIID.54]

The institution sets the goal of maintaining a balanced budget each fiscal year while continuing to serve students per the mission and goals statement. CCCC has shown tremendous growth since its inception in the fall of 2007. The Center currently serves approximately 6,200 students (and approximately 1,900 FTES). The past fiscal allocations have appropriately funded growth and support the achievement of institutional plans and CCCC's mission and goals. State apportionment primarily funds the necessary operating costs of the Center, including the cost of all full-time faculty, staff, and administrators.

The district's Office of Finance and Administration is responsible for ensuring that the district's and its colleges' and centers' management of state funds comply with existing laws and

regulations defined by the Education Code, Title 5, and the Budget and Accounting Manual issued by the State Chancellor's Office. In addition, the district and the Center manage funds received from federal government resources and from private sources according to the respective funding agency's fiscal requirements. Due to the State of California's annual legislative budget appropriation cycle and the very real potential of annual appropriation variances and unknown economic factors, the Center and district use conservative resource projection models. Financial planning at the Center level is an ongoing process subject to adjustment as funding dictates. [Evidence: IIID.10]

Each fiscal year as part of the budget development process, the district Vice Chancellor of Finance and Administration presents a detailed report to the Board of Trustees outlining anticipated financial projections, state budget details, the impact of facilities construction, the impact of future collective bargaining negotiations, and a variety of other factors that could affect district budget resources. In this manner, the Board gains an overview of the current and expected finances of the district. The district and the Center submit final budgets to the Board for approval. [Evidence: IIID.45, IIID.67, IIID.105]

The California Code of Regulations requires the State Center Community College District to schedule for adoption the district's tentative budget on or before July 1 and subsequent adoption of a final budget prior to September 15. In addition, the district must hold a public hearing prior to the adoption of the final budget with appropriate publication in a local newspaper, making the proposed budget available for public inspection. All college budgets are available on the State Center Community College District website: [www.sccd.edu](http://www.sccd.edu). A quarterly financial report is available for trustee and public examination. The Board also archives documents for future reference. This open access and public scrutiny encourages realistic assessment of expenditures at the time the district constructs the budget. [Evidence: IIID.10, IIID.43, IIID.44, IIID.45, IIID.67, IIID.96]

### **Self Evaluation**

CCCC meets this standard. The Center has institutionalized a direct link between planning and the budget processes with the development of the College Center Council and the Action Plan Fund Request process. The input from the wide range of committee members guarantees the opportunity to address needs identified in the Educational Master Plan, Strategic Plan, Enrollment Management Plan, Technology Plan, Staffing Plan, Facilities Master Plan, and Program Reviews. Faculty, staff, and administration tie all of the plans above directly back to CCCC's mission and goals. [Evidence: IIID.26, IIID.27, IIID.28, IIID.31, IIID.32, IIID.94, IIID.103, IIID.106, IIID.107, IIID.108, IIID.109]

In an accreditation survey conducted at CCCC in Fall 2013, 92.4 percent of respondents agreed or strongly agreed with the following: "The College Center relies upon its mission, goals, and strategic plan as the foundation for financial planning and budgeting." [Evidence: IIID.41 q. 60]

### **Actionable Improvement Plan**

None

### **III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

#### **Descriptive Summary**

As noted above, financial planning at the district level starts with the Vice Chancellor of Finance and Administration's funding projections, which he bases on an estimate of state funding. These funding projections provide the basis for budget planning for the district and each of its colleges and centers and reflect a conservative yet realistic assessment of funding from the state.

[Evidence: IID.9, IID.10, IID.98]

In 2003, the Board of Trustees completed the acquisition of 110 acres for a permanent site located at Willow and International Avenues in Fresno. In partnership with taxpayers, the district obtained \$50 million in local and state bond monies to establish the first permanent structure on this site, the CCCC Academic Center One facility. At the time of opening in Fall 2007, this facility included computer laboratories, an assembly hall, distance learning and traditional classrooms, a temporary library, Student Support Services, and offices.

In 2002, voters approved a bond (Measure E) for new financial resources to fund capital projects and associated instructional equipment. This bond included a \$38.5 million 80,000 square foot Academic Center Two facility at CCCC completed in 2010. The facility houses allied health and science laboratories, a fitness classroom, dance studio, library, Student Support Services, offices, and distance learning and traditional classrooms.

In addition to the facilities described above, AB-16 California Joint Use Facilities legislation awarded funding to construct a Child Development Center through collaboration with the Clovis Unified School District and State Center Community College District. The facility, which opened in 2007, fulfills two purposes: it is both a licensed childcare center as well as a teaching lab for students taking child development and pre-teaching courses. The \$6.2 million dollar facility includes toddler and pre-school labs and a playground facility funded through a grant from the Fresno County First 5 organization for \$282,050. [Evidence: IID.101, IID.102]

The State Center Community College District Grants Office investigates additional financial resource development. In addition, the CCCC Campus President, Vice President of Instruction and Student Services, and deans have written grant proposals with guidance and technical assistance from the district Grants Office staff and consultants. Some examples of grant-funded projects at CCCC include the following: a Student Support Services Science, Technology, Engineering and Math (STEM) grant; a Student Support Services (SSS) grant that provides for counseling and advising for high risk transfer students; a Fresno County CalWORKS grant to assist CalWORKS recipients who attend CCCC, a Child Development Training Consortium grant to assist students to obtain a new or renewed Child Development Permit; a California Early Childhood Mentor grant to coordinate and offer an adult supervision course; and seminars for mentors and directors to develop mentoring programs, and a Career Advancement Academy (CAA) grant that provides career technical classes with contextualized math instruction.

[Evidence: IID.100, IID.101]



CCCC is a recipient of funding from the Perkins Act for its career technical education programs - business, child development and criminology; State of California Lottery funds, and grants or allocations for Basic Skills which helps fund the Tutorial Center and Counseling Department, Credit Matriculation, Disabled Students Programs and Services, BFAP (financial aid), CalWORKS/TANF, and the State Center Community College Foundation Mini-Grants program. [Evidence: IID.43, IID.44, IID.45, IID.64, IID.92, IID.93, IID.100, IID.101]

### **Self Evaluation**

CCCC meets this standard. The district and the Center have historically prepared fiscally prudent and conservative budgets based upon a realistic assessment of state funding. The district expenses bond projects appropriately and according to the guidelines set forth in the bond measures. The district and the Center monitor grant-funded projects carefully to ensure that the Center completes those projects within the established budget(s). The Center bases its funding of known and estimated operational costs on prior year expenditures with consideration given to anticipated increases. The Center makes adjustments to the operational budget as necessary throughout the fiscal year.

### **Actionable Improvement Plan**

None

**III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans and allocates resources for payment of liabilities and future obligations.**

### **Descriptive Summary**

When developing the annual budget, State Center Community College District first budgets faculty, management, and staff step increases and other expenses that are not under district control, followed by operational fixed costs considerations. This process enables the district to project several years ahead the impact of these costs on reserve funds. The district maintains or exceeds the five-percent-reserve recommendation from the state. The Center links institutional plans such as district and Center Strategic Plans, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Technology Plan, as well as Lottery Decision Package Funding, Local Bond Funding for Capital Improvement, the Educational Master Plan, the Facilities Master Plan, Staffing Plan, and the Board of Trustees approved budget to both short-term and long-range operational financial plans. In addition, the program review process addresses facility needs that arise, and faculty submit recommendations to the College Center Council for consideration, as referenced above in III.D.1.a. [Evidence: IID.36, IID.81, IID.110, IID.111]

### **Self Evaluation**

CCCC meets this standard. The district has a strong commitment to plan for long- and short-term liabilities by maintaining sufficient cash flow and reserves to support unanticipated operational needs of the institution. The district reserves for the past three years have been in excess of twenty-five percent. The district is self-insured through membership in two joint powers authorities: Valley Insurance Joint Program Powers Authority (VIPJPA) and Fowler Unified School District, Kingsburg Joint Unified Elementary School District, and State Center Community College District (FASBO) and has an irrevocable Other Post-Employment Benefits

(OPEB) trust with a balance of \$11,349,405 on December 31, 2013. The district also has approximately \$800,000 in a district fund for post-employment health care benefits. [Evidence: IIID.5, IIID.12, IIID.13, IIID.14, IIID.15, IIID.16, IIID.17, IIID.83]

The district manages risk for property, liability, worker's compensation, dental, vision, and health insurance by being members of VIPJPA and FASBO. The VIPJPA is a self-insurance pool for property, liability, and worker's compensation insurance. Its members consist of Merced Community College District, State Center Community College District, and Yosemite Community College District. The members meet quarterly to manage property, liability, and worker's compensation risk, pay claims, set premium rates, review coverage, manage the JPA's finances, and set policies, procedures, and determine areas of potential risk to mitigate future costs to the group. The district is self-insured for theft, liability, personal injury, property damage, and other casualty losses. In addition, VIPJPA has a Safety and Loss Control Committee to examine and develop programs to minimize risk exposure. The VIPJPA is also a member of the Association of Community College Insurance Alliance of Schools for Cooperative Insurance Programs (ASCIP). Due to the small size of VIPJPA, VIPJPA decided to join the larger risk pool (ASCIP) to further protect the member districts from the volatility of premium increases. [Evidence: IIID.6, IIID.7, IIID.8, IIID.12, IIID.13, IIID.14]

The second Joint Powers Agreement is the Fresno Area Self-Insured Benefits Organization (FASBO). FASBO is a self-insurance pool set up to provide vision, dental, and health care insurance for its members and their families. Fowler Unified School District, Kingsburg Joint Unified Elementary School District, and State Center Community College District comprise FASBO. FASBO is self-insured for medical care and meets regularly to manage and control medical costs to keep member premiums and deductibles at a minimum. [Evidence: IIID.15, IIID.16, IIID.17]

SCCCD employees may also choose between two other medical providers: Health Net and Kaiser Permanente. The district and employee groups have negotiated to increase co-pays and deductibles in an effort to keep the medical premium near the negotiated district maximum contribution. [Evidence: IIID.46, IIID.47, IIID.48]

In addition, because Governmental Accounting Standards Board Statement 45 requires government employers to measure and report liabilities associated with post-employment benefits, the district has established an irrevocable trust to begin funding the outstanding obligation over the required period. The trust currently has a balance of \$11,349,405 as of December 31, 2013. In addition, the district also has approximately \$800,000 in a district fund for post-employment health care benefits. [Evidence: IIID.5, IIID.12, IIID.13, IIID.14, IIID.83]

#### **Actionable Improvement Plan**

None

**III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

## **Descriptive Summary**

The institution's mission and Strategic Plan are the foundation of the decision-making process for financial planning. At the Center level, emphasis is on linking financial planning to funding programs and services that are congruent with the achievement of institutional goals and objectives. The Center develops these goals through integrated planning processes including the Educational Master Plan, Strategic Plan, Staffing Plan, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Facilities Master Plan, Technology Plan, Program Review recommendations, and College Center Council Action Plan Funding Request recommendations, and these goals directly support the Center's mission. The Center develops these through dialogue and collaboration among all constituencies. In addition, the Center links the Board of Trustees Approved Budget, Local Bond Funding for Capital Improvement and District and College Lottery Decision Package Funding to short-term and long-range financial plans. [Evidence: IID.24, IID.25, IID.26, IID.27, IID.28, IID.32, IID.34, IID.54, IID.64, IID.66, IID.81, IID.106, IID.107, IID.108]

At CCCC, institutional planning processes and the collaborative decision-making process help to establish priorities among competing needs and assist with predicting future funding. Each fall, the campus community begins the process for financial planning and budget development with the collaborative efforts of administrators, faculty, and staff. In building the discretionary budget, the Center invites and encourages all members of the campus community to submit a request for funding through the Action Plan Funding Request process for specific program needs. All College Center Council Committee members can present Action Plan Funding Requests on behalf of all constituents. In addition, each department may request additional resources for program needs as identified through Program Review recommendations. [Evidence: IID.28, IID.35, IID.36, IID.110]

Through the collaborative decision-making process, this broad spectrum of constituents evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements. [Evidence: IID.26, IID.27, IID.36, IID.112]

The College Center Council approves a CCCC Lottery Budget Development Calendar each year, which begins with an October deadline for submission of Action Plan Funding Requests. The calendar allows sufficient time for department chairs, deans, Campus President's Cabinet, and the College Center Council to review submitted Action Plans. The Campus President makes a final review of all Action Plans, and the process concludes in mid-December with the drafting of the approved projects and associated budget proposal. [Evidence: IID.81, IID.89, IID.90]

College Center Council Minutes, Board of Trustees Minutes, Lottery Action Plans, and the published Tentative and Final State Center Community College District Budget Book records these processes for financial planning and budget decisions. These documents are available in hard copy in the Vice Chancellor of Finance and Administration's office and the Vice President of Administrative Services' office. They are also available on the State Center Community College District website. [Evidence: IID.26, IID.27, IID.36, IID.43, IID.44, IID.45, IID.64, IID.81, IID.111]

### **Self Evaluation**

CCCC meets this standard. Each fall, administrators, faculty, and staff begin the collaborative process for financial planning and budget development. The first step in building the Center's discretionary budget is to e-mail the Center faculty and staff a packet that includes the Lottery Budget Development Calendar, instructions for completing an Action Plan Funding Request, accreditation actionable improvement plans, an Action Plan Funding Request template, and an Action Plan Funding Request sample. Department faculty initiate the funding request process through the completion of an Action Plan Funding Request that defines the proposed project or budget request. College Center Council committee members are able to submit requests for funds on behalf of all Center constituents. The Action Plan Funding Request documents are subject to the College Center Council's discussion and consideration for funding. The College Center Council consists of the Campus President, the Vice President of Administrative Services, Vice President of Instruction and Student Services, the Dean of Instruction, the Dean of Student Services, all faculty department chairs, the Academic Senate President, the Academic Senate Past President, a student representative from Associated Student Government, Classified Senate representatives, a part-time faculty representative, the Program Review Coordinator, the Student Learning Outcomes Coordinator, and the Institutional Researcher. The College Center Council forwards final recommendations to the Campus President. [Evidence: IIID.24, IIID.25, IIID.26, IIID.27, IIID.28, IIID.36]

Business Office staff e-mail a spreadsheet of the results of the Action Plan Funding Request resource allocation process to the entire CCCC community, including the College Center Council committee members, and post it to the CCCC Blackboard website along with the College Center Council Committee minutes. The spreadsheet indicates the approved amount of funding allocated for the submitted Action Plan Funding Request and the specific need that the awarded funds address. [Evidence: IIID.27, IIID.36]

The College Center Council, with input from the various planning committees and the use of the Action Plan Funding Request Forms, has made great strides in integrating the planning and budget development process. The program review process has been a successful tool in identifying specific resource needs that the College Center Council addresses. The budget development process has helped to further a greater understanding of the fiscal management of the Center. In addition, as described in Standard I, the institutionalization of the CCCC collaborative decision-making process of evaluation, integrated planning, resource allocation, implementation, and re-evaluation allows for constant review of planning and resource allocation. [Evidence: IIID.36, IIID.110]

In a self-study survey conducted at CCCC in Fall 2013, 79 percent of respondents agreed that "Faculty and staff have opportunities to participate in budget development and resource allocation." [Evidence: IIID.41 q. 63]

### **Actionable Improvement Plan**

None

**III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

**Descriptive Summary**

The district's financial management system utilizes the chart of accounts to ensure financial integrity and the responsible use of financial resources. The California Community Colleges State Chancellor's Office promulgates this chart of accounts through the Budget and Accounting Manual. To ensure that district budget expenditures fall within the adopted budget or board-approved revisions, the following control mechanisms are in place:

- A financial accounting system that provides budgetary control and accountability
- A budget control department that performs due diligence on every financial transaction
- An accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed
- A position control system through Human Resources to ensure that the district approves and budgets for all full-time positions
- A procedure for authorizing purchases and expenditures that provides appropriate internal controls and ensures that expenditures conform to district policies and procedures
- A purchasing department that oversees adherence to purchasing policies and procedures
- Board of Trustees oversight of purchases, contracts, and hiring decisions
- Independent auditors who verify that safeguards are in place and who follow consistent and thorough investigation processes set forth in the California State Audit Manual.

[Evidence: IID.6, IID.7, IID.8]

The district uses the requisition and purchase order process in order to monitor and evaluate all proposed expenditures that its college, center, and district support service departments submit. The Center can only make purchases if authorized signatures are in place. The Vice President of Administrative Services maintains budget control at the major object code level and approves and assigns a budget to each academic and support department using a unique chart of account codes for each department. The business office can make budget transfers based on changing needs throughout the year. [Evidence: IID.104]

Some purchases require a contract between the district and the proposed vendor. The SCCC Chancellor delegates initial approval of all contracts to the district Vice Chancellor of Finance and Administration. The Board of Trustees reviews and votes on contracts and agreements over \$15,000 for public works and \$84,100 for goods and services during scheduled public sessions. The district will not process requisitions, purchase orders, and vendor payments involving a contract until an approved contract is in place. [Evidence: IID.111]

CCCC's Vice President of Administrative Services is responsible for aligning the Center's process with district procedures and state regulations. CCCC follows the same procedures as the

district. Faculty and staff initiated purchase requisitions must pass through an approval process involving the deans, Vice President of Instruction and Students, and the Vice President of Administrative Services. The Campus President's approval is required for all unrestricted general fund purchases. The district Purchasing Department processes the purchase orders. CCCC's Administrative Services Office analyzes the expenditures monthly to ensure that the Center does not overspend. The Vice President of Administrative Services communicates the results of this analysis to President's Cabinet. [Evidence: IIID.82]

The district ensures that it disseminates financial information in a dependable and timely manner, the district Vice Chancellor of Finance and Administration submits financial reports to the Board of Trustees on a regular basis. In addition, the district is required to submit financial information to the State Chancellor's Office through the quarterly Community College Financial Status Report (CCFS-311Q) and the annual Community College Financial Status Report (CCFS-311). [Evidence: IIID.2, IIID.3, IIID.4, IIID.18, IIID.19, IIID.20, IIID.21, IIID.111]

### **Self Evaluation**

CCCC meets this standard. The district has utilized a financial management system (Datatel) since 1998 that allows for real-time budget information. Budget managers are able to access accurate information that allows for budgetary control and accountability.

In addition, collaboration ensures adherence to district policies, procedures, and the financial integrity of the institution. The departments involved at the district level are the Finance Department for accounting, expenditures, contracts, and grant oversight; Human Resources for employee position control; and the Purchasing Department for procurement of goods and services.

Financial information is readily available and provided on a regular basis as follows:

- All budget managers, deans, administrative assistants, administrative aides, the Vice President, the Campus President, and Business Office staff have real-time online access to college budgets and year-to-date account balances, etc.
- The Vice President of Instruction and Student Services and all deans meet monthly with the Vice President of Administrative Services and Business Office Accountant/Auditor to review budget account balances and to discuss budget concerns or issues.
- The Vice President of Administrative Services provides and discusses financial status and budget update information at the bi-monthly College Center Council meetings and weekly at the President's Cabinet meeting.
- The Vice President of Administrative Services regularly update College Center Council members, administrators, and managers on Center and state budget and financial issues as they unfold and information becomes available.
- The Vice President of Administrative Services and Accountant/Auditor maintains open access practices and are readily available to provide information, answer questions, or provide assistance or clarification of budget related issues.

[Evidence: IIID.35, IIID.36]

In the Accreditation Survey of Fall 2013, 80.5 percent of respondents agreed that “Timely and accurate financial information is available to me as needed.” During Spring 2014, CCCC administrators participated in budget training. The Business Office is planning budget training for the general Center population. [Evidence: IID.41 q. 61]

### **Actionable Improvement Plan**

As funding increases at CCCC as a result of expected increased growth, deans will share responsibility with department chairs for monitoring departmental budgets. When this occurs, Business Office staff will give budget training to the department chairs.

### **III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

#### **Descriptive Summary**

The distribution of unrestricted funding to CCCC each fiscal year is a district function using the district resource allocation model. The district complies with state and federal law in the distribution of restricted funds to the colleges and the Center. The annual Community College Financial Status Report (CCFS-311) documents the district’s compliance with direct instructional spending requirements. [Evidence: IID.4, IID.11, IID.111, IID.912]

Each year, the district provides tentative and final budget books to the Board of Trustees and the public for review. The district includes narrative information regarding the district’s sites, including CCCC, and detailed financial information for all district funds in these documents. The tentative and final budget books also include prior fiscal year projections or actual information, and the budget information for the new fiscal year. [Evidence: IID.42, IID.43, IID.44, IID.45, IID.67]

As required by California Education Code Title 5 California Code of Regulations (Sections 59101-59106) and federal audit guidelines related to applicable student financial aid programs, contracts, and grants, the district contracts with an independent audit firm to conduct an annual audit in accordance with the U.S. “Generally Accepted Auditing Standards and Office of Management and Budget Circular A-133.” An independent auditor audits CCCC as part of the district’s annual audit. When corrections to audit exceptions occur at the Center, the Vice President of Administrative Services manages them at the Center level with oversight and availability of district management’s advice. [Evidence: IID.6, IID.7, IID.8, IID.111]

The district has responded appropriately to all audit findings or exceptions in a timely manner by implementing each recommendation in the subsequent year. The district completes its annual audit reports in a timely manner and distributes them to each site.

The annual budget, the annual audit report, and financial reports are available on the district website. [Evidence # IID.6, IID.7, IID.8, IID.43, IID.44, IID.45, IID.111]

### **Self Evaluation**

CCCC meets this standard. The State Center Community College District received one audit finding in 2011, six in 2012, and one in 2013. The district corrected and implemented each recommended action in the subsequent year. Budget managers review annual audit reports, recommendations, and findings. The external audit provides a means to monitor the appropriateness of financial activities. The Center responds to all audit recommendations and acts upon them in a timely manner. The Vice President of Administrative Services presents and discusses audit finding in the Campus President's Cabinet and College Center Council. [Evidence: IID.6, IID.7, IID.8]

The district and CCCC meet all required budgeting and accounting standards and practices with no significant exceptions or recommendations. The district's and Center's budget documents are available to employees and the public, as are the annual financial and compliance audit reports. The external audit provides a means to monitor the legality, compliance, and appropriateness of financial activities.

Programs and services at CCCC develop their operating budgets based on Center level and program level goals, which link directly to the support of student learning programs and services. [Evidence: IID.6, IID.7, IID.8, IID.26, IID.27, IID.64]

In the Accreditation Survey conducted at CCCC in Fall 2013, 76.1 percent of respondents agreed that "Financial resources are adequate and support student learning programs and services." The rapid growth of CCCC has created fiscal restraints. However, once CCCC becomes accredited, the additional base and categorical funding allocation will more adequately support student learning programs and services. The district has advanced funds from the district reserve to Clovis Community College Center that enabled the Center to hire five faculty and several classified staff for the 2014-15 fiscal year in anticipation of receiving the additional funds once CCCC is accredited. [Evidence: IID.41 q. 62, IID.66, IID.68]

### **Actionable Improvement Plan**

None

### **III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

#### **Descriptive Summary**

Audit compliance is almost exclusively a district function. An independent auditor audits CCCC as part of the district's annual audit. When corrections to audit exceptions occur at the Center, the Vice President of Administrative Services manages them at the Center level with oversight and availability of district management's advice.

The independent auditor presents audit findings directly to the Board of Trustees in an open, advertised public session. The district has responded appropriately to all audit findings or exceptions in a timely manner by correcting and implementing recommendations for each finding in the subsequent year. The district completes its annual audit reports in a timely manner and distributes it to each site. The Vice President of Administrative Services presents and



discusses audit findings in the Campus President's Cabinet and College Center Council. [Evidence: IID.6, IID.7, IID.8]

### **Self Evaluation**

CCCC meets this standard. Budget managers review annual audit reports, recommendations, and findings. CCCC's President's Cabinet and College Center Council review audit findings. When corrections to audit exceptions occur at the Center, the Vice President of Administrative Services manages them at the Center level with oversight and availability of district management's advice. [Evidence: IID.36, IID.113]

### **Actionable Improvement Plan**

None.

### **III.D.2.c. Appropriate financial information is provided throughout the institution, in a timely manner.**

#### **Descriptive Summary**

The district provides financial information throughout the institution at the district, college, and center levels. The district e-mails its budget development calendar and end-of-year deadlines to all budget managers each year in order to provide sufficient timing to support institutional and financial planning and management. The internal budget development and approval processes of the Center and the district and the general dissemination of information result in an awareness of financial information among direct participants in these processes. [Evidence: IID.85, IID.89, IID.97]

To ensure that board members have a thorough understanding of the budget process, the State Center Community College District Board of Trustees has identified specific board meetings throughout the year for workshops and discussion of budget-related training and issues. These meetings are open to all members of the community including district administrators, faculty, and staff. The Board holds these meetings approximately three times per fiscal year and more often as needed. The meetings include an overview of the State Center Community College District budget history and development process. [Evidence: IID.9, IID.98]

Each year the district presents the annual budget to the Board of Trustees for discussion and approval in a public hearing. The district publishes notice of the hearing in local newspapers. After the hearing, the board takes action to approve a tentative budget by July 1 and adopt a final budget by September 15<sup>th</sup>. A public record of these approvals is available to the college and the greater community on the board's website, where the Board also archives documents for future reference. In addition, all college budgets and quarterly financial reports are available online and trustees as well as the general public can examine them. This open access and public scrutiny encourage realistic assessment of expenditures at the time the district constructs the budget. [Evidence: IID.2, IID.3, IID.4, IID.21, IID.111]

At CCCC, the state of the budget and associated issues are included on the agenda for the mandatory faculty Duty Day at the beginning of every fall and spring semester. CCCC's budget is a standing agenda item at the President's weekly cabinet meeting. The Vice President of

Instruction and Student Services holds monthly budget meetings. The Dean of Instruction, Dean of Students, and Vice President of Administrative Services attend these meetings. The Vice President of Administrative Services provides budget review and training at the meetings. In addition, the Vice President of Administrative Services provided budget training to access budget information to all managers in Spring 2014 with the distribution of each manager's unit codes and expense codes. [Evidence: IID.71, IID.104, IID.113]

All budget managers have real-time online access to department budgets and year-to-date account balances via WebAdvisor. The budget is also available in hardcopy format upon request. The Vice President of Administrative Services' office reviews the CCCC budget on a monthly basis.

### **Self Evaluation**

CCCC meets this standard. Budget information is widely available throughout the Center and district. The implementation of budget workshops, several years ago, for district Board of Trustees that are open to all members of the local and college community is evidence of the commitment the district, colleges, and centers have for providing appropriate financial information throughout the institution. In addition, the annual budget presentation to the Board of Trustees in a public hearing is indicative of the transparent sharing of information. Online access allows public viewing of all district budgets and quarterly financial reports. [Evidence: IID.9, IID.98, IID.111]

As previously mentioned, real-time budget information is available to all budget managers through the Datatel financial management system utilized by the district. Although access is available, continued training sessions are necessary so that all staff have the appropriate skills to accurately access and interpret the data presented in the budget reports.

The Vice President of Administrative Services reviews the annual audit reports, recommendations, and findings with CCCC's President's Cabinet and College Center Council. [Evidence: IID.6, IID.7, IID.8]

Each year, the district provides tentative and final budget books to the Board of Trustees and the public for review. The district includes narrative information regarding the district's sites, including CCCC, and detailed financial information for all district funds in these documents. The tentative and final budget books also include prior fiscal year projections or actual information, and the budget information for the new fiscal year. [Evidence: IID.45, IID.67]

The main vehicle for regular broad-based dissemination of financial information at CCCC is through the College Center Council, a committee with classified, certificated, and management representatives. The Vice President of Administrative Services shares current needs, fund availability, and state budget and financial updates at these meetings. Budget development begins with the College Center Council in October each year for the following fiscal year in order to address budgetary issues or items needing specific action in a timely fashion. [Evidence: IID.35, IID.36, IID.89, IID.90]

In the 2013 Accreditation Survey, 78.7 percent of respondents agreed that “Financial information is readily available throughout the College Center,” while 20 percent disagreed with this statement. Furthermore, 80.5 percent strongly agree or agreed that “Timely and accurate financial information is available to me as needed.” [Evidence: IIID.41 q. 61, 64]

### **Actionable Improvement Plan**

None

**III.D.2.d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation) auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

### **Descriptive Summary**

An auxiliary organization that seeks financial resources to support the mission and goals of the institution is the State College Community College Foundation, a 501c(3) organization serving all colleges and centers of the district. “The mission of the State Center Community College Foundation is to encourage philanthropic gifts that directly enhance the access to and quality of community college education for the students and faculty of the State Center Community College District.” The Foundation’s mission is to attract scholarships, individual and corporate gifts, grants, and other private resources to support the district’s colleges and centers. Five executive committee members and twenty-five board members from throughout the district service area comprise the volunteer Board of Directors. The Foundation Accounting staff manage foundation funds with the assistance of the district’s finance department. An independent audit firm audits the Foundation, as a separate not-for-profit organization, each year. The district publishes, distributes, and makes available its annual audit on the district website. The Foundation had three findings for the 2013-14 fiscal year. Management agreed with the recommendations and will implement recommendations in 2014-15. [Evidence: IIID.22, IIID.23, IIID.51, IIID.61, IIID.79, IIID.88, IIID.92, IIID.93]

The Associated Student Body of CCCC also conducts fundraising efforts. The Business Office audits this organization annually and found to follow prudent business standards and practices. CCCC continues to apply for and receive grants. Accounting staff has received training on Office of Management and Budget Circulars that are applicable to federal grants. Program staff receives training provided for the specific grants with which they are involved. Each year as part of the annual audit, the district’s independent auditors audit grants. Occasionally, funding agencies also audit grants. [Evidence: IIID.76, IIID.80, IIID.100, IIID.101]

### **Self Evaluation**

CCCC meets this standard. CCCC has benefited from the fundraising efforts of the State Center Community College District Foundation. The Foundation strives to increase community awareness and to build financial support for the center and its students. The Foundation awarded over \$18,000 in scholarships to CCCC students in fiscal year 2013-2014. The faculty and staff at CCCC also participate in the Foundation’s Mini-Grant project that allows for funding of \$8,500 each fall for specific proposals. The Foundation limits proposals to a maximum award of \$750

each, and a committee that includes two Foundation board members who are actively involved in the selection of the awards reviews the proposals. [Evidence: IIID.79, IIID.92, IIID.93]

Leadership Clovis, a community-based group has raised over \$20,000 from the Fresno/Clovis business community for scholarship awards for students at CCCC. [Evidence: IIID.79]

The State Center Community College District Grants Office works actively with CCCC to receive federal, state, and local governmental grants. The Student Support Services Program through the United States Department of Education selected CCCC in Fall 2010 to receive two grants. The purpose of the Student Support Services Program is to provide academic and other support services to low-income, first-generation, or disabled college students to increase student retention and graduation rates, facilitate transfer from two-year to four-year colleges, and foster an institutional climate supportive of the success of low-income and first-generation college students and individuals with disabilities. The Department of Education funds two five-year grants with yearly amounts averaging \$200,000 to assist the general population of students and \$183,000 to assist students pursuing studies in Science, Technology, Engineering and Math (STEM Grant). The Center applied for this grant with Madera Center and the two centers currently receive half of the grant allocation each year. The Fresno County Department of Social Services requested the State Center Community College District to submit one contract for CCCC, Reedley College, and Fresno City College to provide educational training to CalWORKS clients. This contract stipulates that CCCC will receive \$48,000 to provide counseling services for 35 CalWORKS students for the 2013-14 academic year. The Fresno County Department of Social Services has funded the Career Advancement Academy grant since 2011-12 to provide career technical education training for students and includes contextualized math instruction. [Evidence: IIID.49, IIID.100, IIID.101]

The district distributes every notice of Intent to Apply for Funding district-wide via mass e-mail in order to initiate interest in participation in the grant proposal. The district Grants and External Funding staff provide support to faculty and staff who are interested in applying for funds. The accounting technician in the Business Office prepares and reviews budget and financial reports before submission to the district finance department where final review takes place prior to forwarding to the granting agency. This process ensures that all financial resources, including those from auxiliary activities, fundraising, and grants are utilized with integrity in a manner consistent with the missions and goals of the institution. [Evidence: IIID.49, IIID.80, IIID.101]

District Office Finance Office staff monitors bond expenditures for consistency with regulatory and legal restrictions. The independent Citizens' Bond Oversight Committee makes sure that the funds from Measure E bonds are spent in accordance with projects and programs outlined in the election ballot. The committee meets four times per year to review expenditures and projects management. [Evidence: IIID.37, IIID.38, IIID.39, IIID.40, IIID.50, IIID.86, IIID.87]

The district's external independent audits have had no findings representing reportable conditions, material weaknesses, or instances of non-compliance with auxiliary activities, fund raising efforts, or grants with external entities. [Evidence: IIID.6, IIID.7, IIID.8, IIID.22, IIID.23, IIID.61]

### **Actionable Improvement Plan**

None

### **III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

#### **Descriptive Summary**

Independent auditors audit Clovis Community College Center as part of the district's annual audit. In addition, staff in the Business Office assess internal controls regularly and make changes and tighten controls when necessary.

#### **Self Evaluation**

CCCC meets this standard. Internal control systems are reviewed regularly and the district has had no findings in the last three years regarding internal controls. CCCC has appropriate separation of duties and adequate internal controls in place for cash handling. One staff member in the Business Office does a monthly safe count, and another staff member witnesses it. [Evidence: IID.1, IID.6, IID.7, IID.8]

### **Actionable Improvement Plan**

None

### **III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.**

#### **III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

#### **Descriptive Summary**

Since the state of California began buying down deferrals in 2012-13, the cash flow at the district has been sufficient. The level of district reserve is above average. The state considers five percent of the general operating fund to be a prudent reserve to meet financial emergencies and unforeseen circumstances. The district historically exceeds this minimum reserve and has maintained a reserve greater than 20 percent for the past three years. The ending balance for the CCCC unrestricted allocation for the past three years (2011-12, 2012-13, 2013-14) has averaged 2.76 percent. The district reserve includes the ending balance for CCCC. [Evidence: IID.18, IID.19, IID.20, IID.29, IID.43, IID.44, IID.45, IID.49, IID.58]

#### **Self Evaluation**

CCCC meets this standard. The prudent fiscal management of the district and Center has allowed for a reserve of funds that are available in times of economic uncertainty in order to meet cash flow needs when necessary.

### **Actionable Improvement Plan**

None

**III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets**

**Descriptive Summary**

Reedley College administers financial aid for eligible CCCC students based on authorization of state and federal agencies. This eligibility process ensures effective oversight of financial aid. The CCCC Financial Aid staff works directly under the Reedley College Financial Aid Office and is responsible for documentation of student eligibility and processing the funding of awards. The staff consists of a Financial Aid Manager, a Financial Aid Assistant II, and a Financial Aid Assistant I. [Evidence: IIID.78]

To ensure effective oversight, the Reedley College's Financial Aid Office performs the following:

- Maintains a policy and procedures manual outlining all of its processes
- Sends the CCCC Financial Aid Manager and support staff to program training to stay current in changing rules and regulations
- Provides a list of disbursement dates and guidelines
- Maintains and makes available financial aid information for students
- Works in cooperation with Admissions and Records, Information Services, College Business Services, and Academic Services to assure that the funding, awarding and disbursing of funds meet all deadlines and regulations.

[Evidence: IIID.78]

The district's Grants Office provides oversight for grant applications and other externally-funded categorical programs in accordance with the Strategic Plans of the State Center Community College District. The district grant writer performs preparation of grant applications within the scope of the U.S. Office of Management and Budget Circular A-133. The Grants Office provides training and consultation in grant compliance for project directors who ultimately have responsibility for the regulations that are under the provisions of the Federal Single Audit Act. Campus project directors are responsible for adhering to generally accepted district, state, and federal audit practices. The CCCC Business Office and accounting support staff monitor and provide ongoing review and budget management of all Center grants. The Business Office prepares financial documents such as grant budgets, invoices, etc. at CCCC, and the State Center Community College District Finance Office accounting staff reviews them before forwarding them to the granting agencies. [Evidence: IIID.40, IIID.49, IIID.50, IIID.100, IIID.101]

Independent auditors review internal control systems regularly, and the district has had no findings in the last three years regarding internal controls. CCCC has appropriate separation of duties and adequate internal controls in place for cash handling. One staff member in the Business Services Office does a monthly safe count, and one other staff member witnesses it.

The district or CCCC develops contracts and agreements and the district legal counsel and the Vice Chancellor of Finance and Administration reviews them. The Board of Trustees reviews all

contracts and agreements over \$15,000 for public works and \$84,100 for good and services and votes on them during scheduled public sessions. The purchasing and accounts payable departments provide an additional level of oversight for these contractual obligations. [Evidence: IID.62, IID.63, IID.111]

The independent Citizens' Bond Oversight Committee makes sure that the district spends funds from Measure E bonds in accordance with projects and programs outlined in the election ballot. The committee meets four times per year to review expenditures and projects management. [Evidence: IID.37, IID.38, IID.39, IID.50, IID.65, IID.86, IID.87]

External auditors audit the institution on an annual basis. The district publishes, distributes, and makes available its audits on the district website. The State Center Community College District received a total of 11 audit findings since 2008, six of which occurred in 2012. The district corrected each finding in the subsequent year. The district presents the internal audit reports to the Board of Trustees upon completion. [Evidence: IID.6, IID.7, IID.8]

### **Self Evaluation**

CCCC meets this standard. The district financial management staff, campus program directors, and deans provide oversight of the institutions' finances, financial aid, grants, externally-funded programs, and contractual agreements including the State Center Community College Foundation's institutional investments and assets. The Reedley College Business Services Office primarily administers financial aid for CCCC students in accordance with state and federal regulations. Reedley College and the State Center Community College District have a history of effective oversight of finances and are proactive in the management of financial functions as necessary. Student loan default rates have stayed below the federal guidelines for the past three years keeping the institution in compliance with federal regulations. As the Center moves toward college status, the Vice Chancellor of Educational Services and the Vice President of Instruction and Student Services at CCCC are developing a plan to administer a financial aid program. CCCC has appropriate separation of duties, and internal controls are in place. The district has implemented all independent auditors' findings in the subsequent year. The district finance office also monitors grant funding for compliance with state and federal regulations. Grant regulation compliance is of utmost importance to the administration, faculty, and staff at CCCC and therefore there has never been an issue with grant compliance. [Evidence: IID.6, IID.7, IID.8, IID.22, IID.23, IID.61]

### **Actionable Improvement Plan**

None

### **III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

#### **Descriptive Summary**

The district maintains or exceeds the five percent reserve recommended by the state Chancellor's office and is fully funding its annual OPEB obligation (Annual Required Contribution [ARC]). The district provides a long-term disability program for regular permanent employees as

prescribed in the various employee union contracts. Employees with a regular work assignment exceeding twenty hours per week are eligible to receive two-thirds of their monthly salary for a period of time commensurate to their years of service up to five years. Employees with more than five years of service are eligible for benefits up to the age of sixty-five. The district began addressing large vacation balances in 2013. The district limits classified staff and administrators to a maximum of two years of vacation accruals on the books.

### **Self Evaluation**

CCCC meets this standard. The district has a strong commitment to plan for long and short-term liabilities by maintaining sufficient cash flow and reserves. The district has an irrevocable Other Post-Employment Benefits (OPEB) trust in the amount of \$11,349,406 at December 31, 2013 as well as a fund for post-employment health care benefits with a balance of approximately \$800,000. The district records a liability of the present value of future long-term disability payments. On June 30, 2013, 15 employees were eligible to receive payments under the program and the liability totaled \$1,626,249. The district is addressing compensated absences currently. The district compensated all managers and confidential staff who had a vacation balance in excess of a two year accrual on June 30, 2014 on July 31, 2014 for their vacation balances in excess of a two year accrual. Holding staff to the two-year maximum for vacation will decrease the vacation liability. [Evidence: IID.5, IID.30, IID.46, IID.47, IID.48, IID.55, IID.56, IID.57, IID.69, IID.70, IID.72, IID.83, IID.84]

The district made attempts to negotiate the same payoff with the classified employee union, but they could not reach an agreement.

### **Actionable Improvement Plan**

None

### **III.D.3.d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**

#### **Descriptive Summary**

State Center Community College District provides post-employment benefits other than pensions (OPEB) to employees who meet certain criteria. As a result of offering such benefits, SCCCD is required to report the value of such benefits and the associated costs according to the accounting requirements of Governmental Accounting Standards Board Statement No. 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions. SCCCD provides medical, dental and vision benefits to eligible retirees and their covered eligible dependents. All active employees who retire directly from SCCCD and meet the eligibility criteria may participate. [Evidence: IID.5, IID.83, IID.84]

### **Self Evaluation**

CCCC meets this standard. The district retains an actuary to perform valuations of its postretirement welfare benefit plan for the purpose of determining its annual cost in accordance with GASB Statement No. 45 – Accounting and Financial Reporting by Employers for Post Employment Benefits Other Than Pensions. The actuary is a member of the Society of Actuaries and other professional actuarial organizations, and meets the “Qualification Standard for



Prescribed Statements of Actuarial Opinion” relating to postretirement welfare plans. [Evidence: IIID.5]

**Actionable Improvement Plan**

None

**III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

**Descriptive Summary**

State Center Community College District has no locally-incurred debt instruments.

**Self Evaluation**

Not applicable.

**Actionable Improvement Plan**

None

**III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

**Descriptive Summary**

The Reedley College Financial Aid Office processes student loans for CCCC students; therefore, the default rates that are available reflect an aggregation of the data for both campuses.

**Self Evaluation**

CCCC meets this standard. The Reedley College Financial Aid Office monitors default rates and the most recent report from 2011 reflects a three-year default rate of 39.3 percent. The three-year default rate in 2010 was 24.6 percent, and the three-year rate in 2009 was 21 percent. [Evidence: IIID.53]

Reedley College (RC) has created a Default Prevention Plan as required by the Code of Federal Regulations, Title 34, part 668.217. This is the first year that Reedley College has had a default rate at or above 30%. The first year a college’s cohort default rate is equal to or greater than 30 percent, the college must establish a Default Prevention Task Force that prepares a plan to identify the factors causing the default rates to exceed the threshold, establish measureable objectives and the steps the college will take to improve the cohort default rate, specify the actions the college will take to improve student loan repayment and submit the plan to the United States Department of Education. The Reedley College Default Prevention Task Force has reviewed available National Student Loan Data System repayment information for 2012 and the data suggests that RC will have a projected default rate of 23.55%. Data for 2013 suggests a default rate of about 23%. The projected numbers for 2012 and 2013 are a significant improvement over 2011. [Evidence: IIID.114]

**Actionable Improvement Plan**

None

**III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

**Descriptive Summary**

The Vice Chancellor of Finance and Administration and district legal counsel review all contracts and agreements that the district or CCCC develops. Contract agreements cover, among others, personal services, lease purchase agreements, instructional programs and services, contract education, and inside/outside facility use. The district finance office maintains various lists of different types of contracts (construction, independent contractor agreements, purchase orders, software). The district finance office reviews all contracts and are cautious with insurance and indemnity clauses, term and termination, evergreen renewal, warranties, expenses, governing law, etc. The institution can terminate contracts for cause. The district finance office monitors contracts for compliance with state and federal regulations. External independent audits for the district and college have had no findings representing reportable conditions, weaknesses or instances of noncompliance related to contractual agreements with external entities. [Evidence: IIID.6, IIID.7, IIID.8]

CCCC has contracts with various organizations to provide education services and classes. For example, CCCC has worked collaboratively with the Service Employees International Union to provide science courses for employees seeking to further their education and enhance job skills. The district also has contracts with outside vendors to provide food services and vending commissions at CCCC. [Evidence: IIID.4, IIID.96]

**Self Evaluation**

CCCC meets this standard. The Board of Trustees adheres to established policies and procedures when entering into contractual agreements. The policy authorizes three administrators, the Chancellor, the Vice Chancellor for Finance and Administration, and the Vice Chancellor for Human Resources, to legally bind the district or colleges in contracts. Contracts are reviewed by the district's legal counsel for legal compliance. The district follows board policy to maintain the integrity of the institution, requiring disclosure of contracts and board approval prior to signing by the Chancellor or a designee. The district's policies and procedures as they relate to contractual agreements with external entities support the Educational Master Plan and Strategic Plan of the district's colleges and centers. In addition, the district maintains the integrity of district contracts by adhering to regulatory codes including the Public Contract Code, the Education Code, the Business and Professions Code, the Labor Code, and the government code as they relate to specific types of contracts. The institution can terminate contracts for cause. Contract compliance is of utmost importance to the administration, faculty, and staff at CCCC, and therefore, there have never been any contract compliance issues. [Evidence: IIID.52, IIID.62, IIID.63]

**Actionable Improvement Plan**

None.

**III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**

## **Descriptive Summary**

Each year the evaluation of expenditures for prior and current fiscal years is the starting point in the budget development process. Analysis of the prior year's fiscal budgeting is an effective tool for identifying current and future fiscal needs. [Evidence: IID.42, IID.43, IID.44, IID.45, IID.98]

In addition, the Vice President of Administrative Services is responsible for providing ongoing monitoring and review of the Center's financial transactions including periodic financial reports and accounts, if any, that are in need of special review. Each departmental budget manager is responsible for the financial transactions for his or her assigned area(s). The budget manager and support staff have real-time online access to assigned financial account information including all financial accounts, originally approved budgets, revised budgets, year-to-date expenditures, most recent month activity, encumbrances, and available account balances.

The District Vice Chancellor of Finance and Administration reviews the year-to-date financial status of the district and colleges at weekly district-wide finance and administration meetings. The Vice President of Administrative Services is the CCCC representative at these meetings where they discuss financial activity, revenue or expenditure trends and take appropriate action, when applicable. [Evidence: IID.95]

The CCCC Vice President of Administrative Services and Vice President of Instruction and Student Services are representatives on the district-wide Information Systems Priority Committee, where they make recommendations for changes, additions, or deletions to the various Datatel modules. The district Director of Finance, district Director of Information Systems, and the Information Systems Priority Committee evaluate and prioritize suggestions and ideas to improve the financial management system. The committee holds these meetings on a monthly basis. If the management system needs changes or modifications to improve its functionality, the committee makes these changes and provides applicable notification and training to the end line users of the system. [Evidence: IID.59, IID.60]

As stated above, an independent firm audits the district each year and evaluates internal controls. As part of obtaining reasonable assurance that the district financial statements are free of material misstatement, the auditors perform tests of the district's compliance with various provisions of laws, regulations, contracts, and grants. The district discloses results of such tests in the auditor's report. This feedback is immediate, and the district implements recommendations within the next audit cycle. [Evidence: IID.6, IID.7, IID.8]

## **Self Evaluation**

CCCC meets this standard. Historically, the district and CCCC financial management practices reflect a pattern of prudent fiscal management and accounting processes. CCCC has maintained reserve funds with some fluctuations for the past three years. The district has consistently maintained a healthy reserve in excess of the five percent reserve level recommended by the State Chancellor's office in order to assist with funding needs due to the state economic uncertainties. [Evidence: IID.58]

The district reviews and evaluates financial management practices with the annual independent external auditors in order to assess the functionality of the system and compliance with rules. The College Center Council's participation in the CCCC funding process ensures participation from all constituencies: administration, faculty, staff, and students. [Evidence: IIID.6, IIID.7, IIID.8, IIID.28, IIID.35, IIID.36, IIID.112]

### **Actionable Improvement Plan**

None

### **III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**

#### **Descriptive Summary**

The CCCC mission and vision statements, the Educational Master Plan, both the district and CCCC Strategic Plans, and College Center Council recommendations based on review of faculty, staff, and administrator-prepared Action Plans Funding Requests direct CCCC priorities for resource allocation. Administrators, faculty or staff may submit Action Plan Funding Request forms, and these requests generally fall within the organizational areas of facilities, technology, student services, instructional equipment or supplies, and library. Administrators, faculty, and staff complete Action Plan Funding Request forms linking needs with planning each fall and submit them to the College Center Council for review and recommendation for funding. All College Center Council members can present Action Plan Funding Requests on behalf of all constituents. In addition, each division may request additional resources for program needs as identified through Program Review recommendations. [Evidence: IIID.24, IIID.25, IIID.26, IIID.27, IIID.28]

Through the collaborative decision-making process, this broad spectrum of constituents evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements. The Action Plan Funding Request Form includes an assessment piece to evaluate outcomes. [Evidence: IIID.26, IIID.27, IIID.35, IIID.36, IIID.94, IIID.112]

When the department chairs review Certificated Staffing Requests before submitting their rankings to the Campus President's Cabinet for review, the ranking process includes verification that the position requests support the area's Program Review.

There are numerous mechanisms that ensure that the institution assesses its use of financial resources systematically and effectively. The Board of Trustees receives financial information from administrators and auditors. The board hears reports, solicits additional information as needed, and approves reports or recommended changes with the input and oversight from the District Finance and Administration Office. The independent Bond Oversight Committee ensures that the bond funds from Measure E are spent in accordance with projects and programs as outlined in the election ballot. [Evidence: IIID.37, IIID.38, IIID.39, IIID.86, IIID.87, IIID.98, IIID.111]

Program directors and deans oversee the expenditures for all categorical funds, especially externally-funded programs and grants, and the district finance department verifies all grant expenditure reports, and the Vice Chancellor of Finance and Administration approves them. Grant projects have assessments built into their proposals. The grant project manager shares this information with affected departments and disciplines during program review to determine if general funds should be sought to continue the project when grant funding expires. [Evidence: IIID.110]

At the Center level, the Educational Master Plan, Strategic Plan, and program review processes are guideposts for financial resource planning. These plans and processes provide a series of procedures and reviews to assess and modify systems in order to ensure the effective use of financial resources. CCCC utilizes a collaborative decision-making process to serve as the foundation for the continuous improvement of student learning. The cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation has been institutionalized at the Center. The core of the collaborative decision-making process is the mission and vision of the institution. Dialogue and communication are extensive within the College Center Council, ad hoc and standing committees, Academic Senate, Classified Senate, Faculty Association, President's Cabinet, division representatives meetings, Associated Student Body meetings, Duty Day faculty meetings, and the cycle of program review. [Evidence: IIID.25, IIID.26, IIID.27, IIID.28, IIID.36, IIID.71, IIID.73, IIID.74, IIID.75, IIID.76, IIID.77, IIID.110, IIID.112]

Each year the annual program review update process evaluates whether the Center is meeting the fiscal needs of individual disciplines and programs. Faculty and staff conduct both instructional and non-instructional Program Reviews at the Center level. Individual disciplines or departments communicate their recommendations to the College Center Council for evaluation. Through a collaborative decision-making process, this broad spectrum of constituents evaluates and prioritizes requests, taking into consideration the needs identified in the institutional plans referenced above. Once the Center has allocated resources and implemented changes, the assessment of outcomes takes place and the respective discipline or program identifies areas for improvement. The discipline or program uses both quantitative and qualitative data in the evaluation, analysis, and reporting of outcomes in the subsequent program review cycle when reporting findings to the College Center Council, thus closing the loop on a continuous cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. [Evidence: IIID.28, IIID.36, IIID.94, IIID.110]

### **Self Evaluation**

CCCC meets this standard. CCCC has made a concerted effort to integrate planning and budget development through the active participation of the College Center Council and utilization of the Action Plan Funding Request process that ties back all requests for funding to the mission of both the district and CCCC, the CCCC Strategic Plan, and Program Review recommendations. All members of the campus community are able to submit a request for funding through the Action Plan Funding Request form for specific program needs. In addition, each department may request additional resources for program needs as identified through program review recommendations. The Action Plan form defines and justifies the proposed project or budget request. The Vice President of Administrative Services e-mails this form to all staff and makes it

available on the CCCC website. The College Center Council members review and discuss the Action Plan Funding Request documents. The College Center Council consists of the Campus President, the Vice President of Instruction and Student Services, the dean of instruction, the dean of students, the Vice President of Administrative Services, all faculty department chairs, the Academic Senate President, the Academic Senate Past President, a student representative from Associated Student Government, Classified Senate representatives, a part-time faculty representative, the Student Learning Outcomes Coordinator, the Program Review Coordinator, and the Institutional Researcher. The College Center Council forwards final recommendations to the Campus President. The Vice President of Administrative Services prepares a budget spreadsheet that reflects the allocation of funds. The business office distributes the spreadsheet via e-mail to all staff. [Evidence: IIID.24, IIID.25, IIID.26, IIID.27]

The Action Plan Funding Request for funds, as referenced above in III.D.1.a. must tie back to the established Center plans with an end to improve student learning. The ever constant challenge of the budgeting process is the prioritization of funding requests in light of limited availability of resources. The effective use of all resources is a dynamic process, and the Center can and does make changes as needed throughout the year. The collaborative decision-making process is an effective tool to evaluate and integrate planning, resource allocation, implementation, and re-evaluation throughout the fiscal year in order to assess the effective use of financial resources. [Evidence: IIID.28, IIID.36, IIID.64, IIID.110]

**Actionable Improvement Plan**

None

**Following is the required evidentiary documents for financial review as stated in the Supplemental Guidelines for Standard III.D.**

<b>Required Evidentiary Documents for Financial Review Supplemental Guidelines for Standard III.D for CALIFORNIA PUBLIC INSTITUTIONS</b>	
<b>ACCREDITATION QUESTIONS</b>	<b>EVIDENCE</b>
Has the college received any qualified or adverse opinions in audit reports in the last 3 years from district, state or federal programs?	Audit Reports (last 3 years) <b>IIID.6, IIID.7, IIID.8</b>
Has the college implemented all audit recommendations? Have there been the same recommendations for more than one year? What is the auditor's response to the management actions taken?	Management response to auditor's findings and recommendations (last 3 years) CCFS 311 (last 3 years) <b>IIID.6, IIID.7, IIID.8, IIID.18, IIID.19, IIID.20</b>

What is the institution's unrestricted fund balance and reserves and how has it changed over the last three years?	CCFS 311Q (Most recent quarter) <b>IIID.2</b> Fiscal Trend Analysis of 311 Data <b>IIID.58</b> (Can be accessed online at CCCCCO website)
Does the College maintain a minimum 5% unrestricted reserve of cash or cash equivalent?	Audit Report <b>IIID.6, IIID.7, IIID.8</b>
Has the State Chancellor's Office had to intervene regarding fiscal stability or compliance? <b>N/A</b>	Letter of agreement between State Chancellor's Office and District, Chancellor's Office communication document, Fiscal Health Certificate <b>N/A</b>
Does the college have long term debt financing?	Audit Report <b>IIID.6, IIID.7, IIID.8</b>
Does the institution have an obligation for post-retirement health benefits (OPEB), compensated absences, and other employee related obligations? If it does, has it done the actuarial study and identified the liability? Is there a plan for funding them?	Actuarial study for post-retirement health benefits, collective bargaining agreements, board policies, actuarial report, reserve reports. Institutional Plan for funding the liability <b>IIID.5, IIID.46, IIID.47, IIID.48, IIID.69, IIID.70, IIID.72</b>
Does the institution have limits on accrual of unused vacation time? Compensatory time? Is the institution enforcing its policy on limits?	Leave Accrual Policy in Contractual Agreement and Labor Agreements, Board Policies, Human Resource Records <b>IIID.46, IIID.47, IIID.48, IIID.69, IIID.70, IIID.72, IIID.57, IIID.30</b>
Is the fiscal entity self-insured for health benefits, workers compensation, and unemployment? How are reserve levels set?	District Self Certification <b>IIID.12, IIID.13, IIID.14, IIID.15, IIID.16, IIID.17</b>
Does this fiscal entity have obligations for future total compensation expenditures driven by collective bargaining agreements or other agreements (corporate-buy outs, management/employment agreements, etc.?) If so, what are they? Of what significance are they? What is the plan for funding these future obligations?	Current Bargaining agreements District Funding Plan Executive Officer agreements regarding buy-outs and other conditions of employment <b>IIID.46, IIID.47, IIID.48, IIID.55</b>
Do the institution and the foundation have an agreement/contract on the role of the foundation? Does it require that the foundation have an independent audit?	Copy of the Agreement Copy of Foundation audited financial statements (last 3 years) Required Continuing Disclosure submittal <b>IIID.22, IIID.23, IIID.88, IIID.61</b>
Does the college or district have a Prop 39 bond fund?	Copy of minutes from Bond Oversight Committee

	Copy of audit reports from the last 3 years <b>IIID.37, IIID.38, IIID.39, IIID.40</b>
Does the college have policies and procedures regarding purchasing? Are they being followed?	Self-Certification Policies <b>IIID.52, IIID.82</b>
Will additional buildings be opened in the next 2-3 years? Is there a plan to fund staff, utilities and operating expenses associated with additional facilities coming online within the next 2-3 years? <b>NO</b>	Copy of the most current Facility Master Plan Funding Plan Educational Master Plan, Total Cost of Ownership Plan, Staffing/Human Resources Plan
Is there evidence that planning integrates fiscal and other resources?	Internal documents <b>IIID.24, IIID.25, IIID.26, IIID.27, IIID.28</b>
Is there evidence that the institution monitors student financial aid obligations such as student loan default rates and compliance with federal regulations?	Annual Financial Report, Financial Aid Compliance Reports <b>IIID.6, IIID.7, IIID.8</b>

## Evidence List

<b>Document #</b>	<b>Document Title</b>
<b>IIID.1</b>	Cash Counts
<b>IIID.2</b>	Quarterly Financial Status Report 9-30-14
<b>IIID.3</b>	Quarterly Financial Status Report 6-30-14
<b>IIID.4</b>	Agreement with SEIU-United Healthcare Workers
<b>IIID.5</b>	Actuarial Valuation Report 2012-2013
<b>IIID.6</b>	Financial Audit Report 2010-2011
<b>IIID.7</b>	Financial Audit Report 2011-2012
<b>IIID.8</b>	Financial Audit Report 2012-2013
<b>IIID.9</b>	Budget Workshop Presentation to Board of Trustees 8-21-14 Governor's 2014-2015 Budget Proposal Presentation to BOT 2-4-14
<b>IIID.10</b>	
<b>IIID.11</b>	Quarterly Financial Status Report Presentation to BOT 2-4-14
<b>IIID.12</b>	VIPJPA Annual Financial Report 6-30-11
<b>IIID.13</b>	VIPJPA Annual Financial Report 6-30-12
<b>IIID.14</b>	VIPJPA Annual Financial Report 6-30-13
<b>IIID.15</b>	FASBO Audit Report 9-30-11
<b>IIID.16</b>	FASBO Audit Report 9-30-12
<b>IIID.17</b>	FASBO Audit Report 9-30-13
<b>IIID.18</b>	CCFS 311 2011-2012
<b>IIID.19</b>	CCFS 311 2012-2013
<b>IIID.20</b>	CCFS 311 2013-2014
<b>IIID.21</b>	CCFS 311Q 3-31-14



<b>IIID.22</b>	SCCCD Foundation Financial Statements 2011-2012
<b>IIID.23</b>	SCCCD Foundation Financial Statements 2012-2013
<b>IIID.24</b>	Action Plan Requests 2013-2014
<b>IIID.25</b>	Action Plan Summary Sheet 2013-2014
<b>IIID.26</b>	Action Plan Requests 2014-2015
<b>IIID.27</b>	Action Plan Summary Sheet 2015-2016
<b>IIID.28</b>	Action Plan Funding Request Process 2015-2016
<b>IIID.29</b>	FS05-05 Fiscal Monitoring Accounting Advisory 10-25-05
<b>IIID.30</b>	Vacation Usage Update Memo 3-24-14
<b>IIID.31</b>	Strategic Plan Priorities 2013-2017
<b>IIID.32</b>	Strategic Plan 2013-2017
<b>IIID.33</b>	Mission Statement
<b>IIID.34</b>	Educational Master Plan 2010
<b>IIID.35</b>	College Center Council Agendas SP12-FA14
<b>IIID.36</b>	College Center Council Minutes SP12-FA14
<b>IIID.37</b>	Measure E Performance Audit Report 6-30-11
<b>IIID.38</b>	Measure E Performance Audit Report 6-30-12
<b>IIID.39</b>	Measure E Performance Audit Report 6-30-13
<b>IIID.40</b>	Measure E Citizens' Oversight Committee Minutes 2011-2014
<b>IIID.41</b>	Accreditation Survey Results
<b>IIID.42</b>	Final Budget 2011-2012
<b>IIID.43</b>	Final Budget 2012-2013
<b>IIID.44</b>	Final Budget 2013-2014
<b>IIID.45</b>	Final Budget 2014-2015
<b>IIID.46</b>	SCFT Part-Time Faculty Contract 2012-2015
<b>IIID.47</b>	SCFT Full-Time Faculty Contract 2012-2015
<b>IIID.48</b>	CSEA Contract 2012-2015
<b>IIID.49</b>	Fiscal Data Abstract California Community Colleges Chancellor's Office
<b>IIID.50</b>	Measure E Compilation Report 1-16-14
<b>IIID.51</b>	Master Agreement Between SCCC Foundation & SCCC Foundation 9-2-14
<b>IIID.52</b>	Purchasing Guidelines
<b>IIID.53</b>	Student Loan Default Rates
<b>IIID.54</b>	Action Plan Funding Request Form 2015-2016
<b>IIID.55</b>	Management Employment Agreement
<b>IIID.56</b>	Vacation Report Bargaining Unit Employees 12-13-14
<b>IIID.57</b>	Vacation Carry-Over Request 12-5-14
<b>IIID.58</b>	Fiscal Trend Analysis California Community Colleges Chancellor's Office
<b>IIID.59</b>	Information Systems Priority Committee Charter
<b>IIID.60</b>	Information Systems Priority Committee Agendas FA14

<b>IIID.61</b>	SCCCD Foundation Financial Statements 2013-2014
<b>IIID.62</b>	Board Policies (all)
<b>IIID.63</b>	Administrative Regulations (all)
<b>IIID.64</b>	Lottery Decision Packages 2014-2015
<b>IIID.65</b>	Measure E Bond Presentation
<b>IIID.66</b>	Transitional Staffing Plan
<b>IIID.67</b>	Proposed 2014-2015 Tentative Budget Presentation to Board of Trustees
<b>IIID.68</b>	Final Budget 2014-2015 General Purpose Unrestricted
<b>IIID.69</b>	AR 7340 Leaves
<b>IIID.70</b>	BP 7340 Leaves
<b>IIID.71</b>	Duty Day Agendas FA11-FA14
<b>IIID.72</b>	Personnel Commission Rules and Regulations Vacations
<b>IIID.73</b>	Faculty Handbook 2014-2015
<b>IIID.74</b>	Classified Senate Constitution and By-Laws
<b>IIID.75</b>	Department Chairs Minutes Blackboard Website
<b>IIID.76</b>	Associated Student Government Constitution, Bylaws & Policies
<b>IIID.77</b>	Academic Senate Blackboard Website
<b>IIID.78</b>	Financial Aid Website
<b>IIID.79</b>	Scholarship Information & Resources Website
<b>IIID.80</b>	Notice of Intent to Apply for Grant Funding Email
<b>IIID.81</b>	Lottery Allocation 2014-2015
<b>IIID.82</b>	Purchasing Handbook
<b>IIID.83</b>	CSBA GASB 45 Monthly Account Report December 2013
<b>IIID.84</b>	GLSF9109 Monthly General Ledger Trial Balance
<b>IIID.85</b>	Fiscal Year Cut Off Dates 2013-2014
<b>IIID.86</b>	Citizens' Bond Oversight Committee Roles
<b>IIID.87</b>	Citizens' Bond Oversight Committee Bylaws
<b>IIID.88</b>	Articles of Incorporation of the SCCCD Foundation
<b>IIID.89</b>	Action Plan Lottery Budget Development Calendar 2014-2015
<b>IIID.90</b>	Action Plan Lottery Budget Development Calendar 2015-2016
<b>IIID.91</b>	BLANK
<b>IIID.92</b>	Mini-Grants Awarded Emails FA14
<b>IIID.93</b>	Mini-Grants Awarded Memos FA13
<b>IIID.94</b>	Action Plan Outcome Assessment Forms 2013-2014
<b>IIID.95</b>	Finance and Administration Agendas FA14
<b>IIID.96</b>	Contract with Condie Cafeteria
<b>IIID.97</b>	Budget Development Calendar 2014-2015 Board of Trustees Minutes Budget Study Session 2014-2015 2-18-14
<b>IIID.98</b>	14
<b>IIID.99</b>	BLANK

<b>IIID.100</b>	Grants 2013-2014
<b>IIID.101</b>	Grants 2014-2015
<b>IIID.102</b>	Child Development Center Agreement with Clovis Unified School District & First 5 Fresno County
<b>IIID.103</b>	Facilities Master Plan
<b>IIID.104</b>	SCCCD Chart of Accounts 7-1-14
<b>IIID.105</b>	Board of Trustees Minutes 6-3-14
<b>IIID.106</b>	Technology Plan Draft 2014-2017
<b>IIID.107</b>	Enrollment Management Plan 2014-2015
<b>IIID.108</b>	SCCCD Five Year Scheduled Maintenance Plan 2014-2019
<b>IIID.109</b>	Student Success and Support Program Plan 2014
<b>IIID.110</b>	Program Review Reports Blackboard Website
<b>IIID.111</b>	Board of Trustees Agendas & Minutes Website Integrated Planning-Participatory Governance Handbook 2014-2015
<b>IIID.112</b>	
<b>IIID.113</b>	President's Cabinet Agendas & Minutes Blackboard Website
<b>IIID.114</b>	Default Prevention Plan
<b>IIID.909</b>	District Budget and Resource Allocation Advisory Committee Minutes FA13
<b>IIID.910</b>	District Budget and Resource Allocation Model
<b>IIID.911</b>	Board of Trustees Minutes 1-14-14
<b>IIID.912</b>	District Budget and Resource Allocation Modified Model
<b>IIID.913</b>	District Budget and Resource Allocation Advisory Committee Minutes May 2014
<b>IIID.926</b>	Board of Trustees Minutes 9-2-14
<b>IIID.944</b>	Communication Council Summary 4-29-14
<b>IIID.945</b>	DBRAAC Meeting Minutes 4-4-14

## Standard IV

# Leadership and Governance



Clovis Community College Center Mission Statement: Creating Opportunities—One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

## **STANDARD IV: Leadership and Governance**

**The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.**

**IV.A. Decision-Making Roles and Processes: The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**

**IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved to improve student learning and teaching effectiveness. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

### **Descriptive Summary**

Leadership at Clovis Community College is centered on student achievement and learning, as evidenced by the CCCC mission statement:

Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes

The CCCC vision statement is aspirational and includes reference to the Center's core values; if faculty, staff, and administration implement the mission fully and within the context of trust and good ethical practice, they will achieve their vision:

Clovis Community College Center is the college of choice for academic excellence, innovation, and student achievement.

The Center has closely aligned its mission and vision statements with the SCCCDCD mission and vision statements:

### **SCCCDCD Mission Statement**

State Center Community College District is committed to student learning and student success, while providing accessible, high quality, innovative educational programs and student support services to our diverse community by offering associate degrees,

university transfer courses and career technical programs that meet the academic and workforce needs of the San Joaquin Valley and cultivate an educationally prepared citizenry.

### SCCCD Vision Statement

State Center Community College District will demonstrate exemplary educational leadership to foster and cultivate a skilled workforce and an educated citizenry that is well prepared professionally and personally to contribute to our community.

Faculty, staff, and administration have embedded their values in the mission statement as a way of focusing community and campus leadership on the ethical and effective practices necessary for student and college success. The result is a nurturing, creative, and innovative culture where student ideas and initiatives rise through the same planning and consideration processes as ideas from administrators, staff, and faculty.

These two guiding statements, the mission and vision statements, show the commitment that the Center has to diversity, student success, and educational excellence. There is a campus-wide commitment to diversity, so all stakeholders participate in a community of inclusion. To this end, the Center has established a diversity taskforce which brings together students, staff, and faculty to arrange cultural enrichment events on campus and to discuss ways of welcoming students who may feel marginalized. In addition, appropriate curriculum Course Outlines of Record include provisions for cross-cultural readings and discussion materials. [Evidence: IV.78]

The mission statement also focuses on integrity and accountability, which is a charge for all stakeholders, including students. The mission statement directly states the end results by focusing on preparing students for their futures through certificates, degrees, and transfer programs.

The mission and vision statements clearly articulates the Center's goals and values, and the Strategic Plan establishes more specific goals, which the Center's students, faculty, staff, and administrators develop and closely align with the District Strategic Plan and goals. In addition, through advisory committees and community involvement in strategic conversations, CCCC's planning incorporates community needs. [Evidence: IV.26, IV.27, IV.81, IV.82, IV.112, IV.176]

All of the goals are available on the CCCC website, and there are frequent planning meetings that are open to all stakeholders. Appropriate committees include students, and they have a voice in collaborative decisions. [Evidence: IV.112, IV.176]

In addition, the Center posts the mission and vision statements in each classroom; many administrators, staff, and some faculty include them as "signatures" on their e-mail accounts; and meeting agendas, minutes, and other documents state the mission and vision in the footer. Each committee and taskforce on campus reviews the statements annually as the operating agreements for each committee require, and these committees report any possible or necessary changes to the College Center Council.

Staff members participate in regular Duty Day discussion on the Strategic Plan goals and implementation. In addition, the College Center Council regularly reviews the Strategic Plan Annual Reports. [Evidence: IV.15, IV.19]

Information about the Center's performance is available from a variety of sources that appropriate discipline experts, administrators, and staff keep current. They are available either through the CCCC's website or through the Blackboard institutional planning pages where virtually all campus committees store files or link files. Only confidential material is not made publically available (for example, student petitions and equivalency applications are password protected so only those persons in need-to-know positions have access). Individuals tasked to do so for each committee or task force maintain the currency of materials. For example, the Secretary/Archivist of the Academic Senate is responsible for storing all documentation, meeting agendas, and minutes on the Blackboard page reserved for that purpose. All stakeholders, including students and the public, have one-click access from the CCCC website to find items such as the current and historical student learning outcomes files and analyses, all recent accreditation self evaluations and correspondence, and planning and resource allocation decisions.

As the planning process, described below, indicates, qualitative and quantitative data, properly analyzed, are at the heart of the dialogue that leads to decision making.

### **The CCCC Continuous Improvement Collaborative Decision-Making Process**

Planning at Clovis Community College is collaborative and continuous. The goal of all planning is constant improvement of the student learning environment and student achievement through appropriate allocation of resources and through programs and processes. All stakeholders have designated roles in the planning process. Faculty, staff, and administrators base planning on solid evidence and refine it through constant re-evaluation.

The entire planning process as described is available to stakeholders in the Faculty Handbook and in the College Center Council Handbook. [Evidence: IV.13, IV.14]

CCCC has an established mission statement that fully integrates values including the commitment to data-driven cycles of research and innovation for student learning, and faculty, staff, and administration have chosen an ambitious vision for the future. And, as the description below explains, the mission statement guides each step of the planning process.

Throughout the planning processes, communication is key. CCCC has established a culture of communication through extensive formal and informal dialogue with stakeholders, through newsletters and meeting minutes, and through access to data and meeting minutes on the CCCC Institutional Planning website on the Blackboard portal that is readily available to all stakeholders. Some pages have private pages, accessible to password holders, for confidential information.

There are five steps to our institutionalized planning process, each fully supporting the mission of student learning:

(1) Qualitative and quantitative data drives **evaluation** enriched by conversations with appropriate stakeholders. The Center draws on such tools as surveys; community conversations; Program Reviews; student learning outcome assessments for courses, programs, and general education goals; and the Student Success Scorecard. CCCC currently shares an Institutional Researcher with Reedley College, but as a part of the transitional Staffing Plan, the Center will have a full-time institutional researcher in place by the end of the Spring 2015 semester. The

Center draws additional data from the SCCCD Institutional Research Department, which maintains a data bank webpage that is available to all stakeholders [Evidence: IV.79, IV.101, IV.113, IV.114, IV.115]

(2) The Campus President coordinates **integrated planning** so the campus Strategic Plan is fully supportive of the SCCCD plan and so Strategic Plan goals directly affect the overarching goal of continual improvement of student learning through innovative and sound instructional programs and through student support programs such as tutorial and library services.

Faculty, staff, and administrators have developed various planning documents, which are in the cycle for improvement and revision as necessary. For example, through consultation and collaboration among the faculty, classified staff, student representatives, and administration, CCCC has developed an Educational Master Plan and a four-year Strategic Plan with annual updates, living plans for enrollment management, student success, matriculation, technology, and future needs. [Evidence: IV.31, IV.79, IV.81, IV.82, IV.99, IV.100, IV.101, IV.114, IV.116, IV.117, IV.175]

The process of developing and implementing a plan is the responsibility of the College Center Council, which includes representatives of all constituent groups (administration, faculty, classified staff, and students).

(3) **Resource allocation** is an integral part of the planning process that begins with identification of needs. Although the district allocates the general budget based on the District Strategic Plan goals, the College Center Council plans and approves most of the projects not covered by the general fund budget. Faculty and staff members complete an “Action Plan Funding Request,” which identifies projects and expenditures that may be covered by lottery funds, grant funds, etc. The form requires that the project directly support the mission statement and specific planning documents (Strategic Plan, Enrollment Management Plan, Student Success Plan, etc.) and/or to Program Review or student learning outcomes assessments. The request also requires that the originator establish a time line, set goals, explain the need for the funds, and designate an individual who is responsible for the implementation and monitoring of the project. [Evidence: IV.83]

As a part of resource allocation, the Center has established a Staffing Plan to identify future needs for academic and classified personnel; this plan provides for growth and establishes sufficient personnel for all of the college functions currently performed on CCCC’s behalf by Reedley College. [Evidence: IV.101]

The deans of instruction and student services develop externally-funded grant resources and community partnership resources in collaboration with discipline faculty, the Vice President of Instruction and Student Services, and the Campus President to ensure appropriate expenditures.

(4) **Implementation.** Once the College Center Council approves resources and those resources are available, responsible individuals in cooperation with administration and appropriate faculty and staff implement the program and make regular reports to the College Center Council for oversight. [Evidence: IV.13, IV.118]

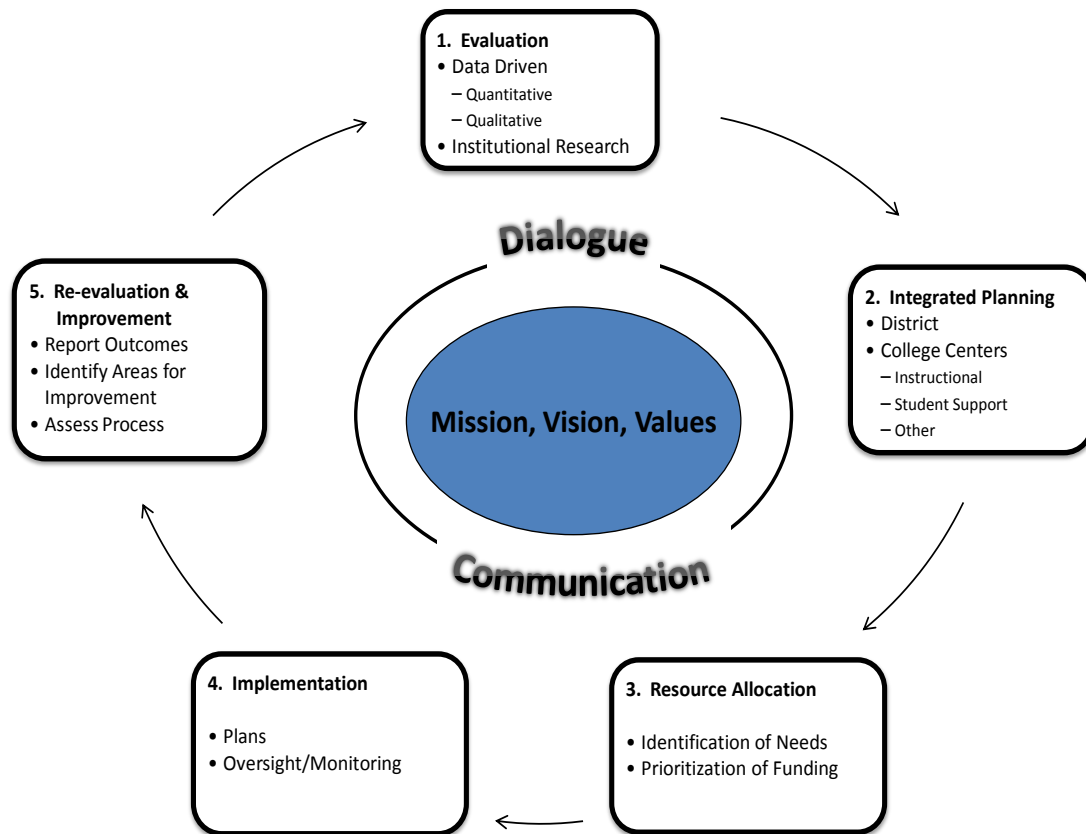
(5) **Re-evaluation and improvement.** Responsible faculty, staff, or administrators, with the assistance of the Institutional Researcher, collect qualitative and quantitative data and compare it



to the program’s goals program. Through the collaboration and consultation with stakeholders, the College Center Council may set new goals, change processes, or make other changes to ensure that the resources are well utilized and are well directed toward the goal of student learning. [Evidence: IV.13, IV.114, IV.118]

The graphic below shows the collaborative decision-making process, described above.

**Continuous Improvement – Collaborative Decision Making Process**



Because the planning process returns again and again to the mission statement as the bedrock principle by which campus constituents make decisions, the entire planning process is focused on the primary duty of student learning and student success.

**Self Evaluation**

CCCC meets this standard. Faculty and staff are aware of how the Center meets this standard and agree that the process is effective as evidenced by the recent survey. In a recent survey, 94 percent of faculty (full- and part-time) and staff indicated that the programs, services, and planning are consistent with the Center’s mission [question 1] and 96 percent agree that the mission statement accurately defines the Center’s educational purposes, its intended student population, and commitment to achieving student learning [Evidence: IV.22 q. 2]

Nearly 94 percent of respondents agreed or strongly agreed with the statement that the Center facilitates an ongoing dialogue about improving student learning and institutional processes.

Seventy nine percent of respondents agreed or strongly agreed that faculty and staff have opportunities to participate in budget development and resource allocations.

Ninety five percent of respondents agreed or strongly agreed with the statement that the institution's goals and values are clearly articulated and understandable.

And in response to the statement that communication is effective (e.g., clear, understood, widely available, and current), 91.8 percent agreed or strongly agreed.

Maintaining a leadership stance and a campus culture that encourages good communication and collaborative, effective, and ethical planning centered on student learning is CCCC's highest priority.

### **Actionable Improvement Plan**

None

**IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

**IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budgets that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

### **Descriptive Summary**

The SCCCD Board of Trustees has established a board policy that outlines the duties and responsibilities of the faculty, administration, support staff, and students in terms of institutional governance and input into institutional decisions. The CCCC Academic Senate serves as the faculty voice in terms of program, curriculum, and course development, along with academic issues relative to planning, budget, and policies. The Academic Senate meets regularly throughout the academic year, working on the faculty business for the college and centers which is not part of the scope of the faculty bargaining unit. [Evidence: IV.14, IV.23, IV.26, IV.27, IV.119]

On September 11, 2012, Julie Adams, Executive Director of the California State Academic Senate, notified the CCCC Academic Senate that the Executive Committee had unanimously recognized it as a full voting member of the California Community College Academic Senate. The Academic Senate President regularly attends Area A (Northern California) meetings and Plenary sessions. After ratification of the Constitution and By-Laws, the faculty nominated candidates for the senate offices and held a formal election to select the senate President, Vice President, Secretary/Archivist, and Curriculum Chair. [Evidence: IV.16, IV.119, IV.177]

On August 4, 2012, the President of the Academic Senate presented a report of the Senate's formation and goals to the district's Board of Trustees. Beginning in June 2012, the Chancellor added the Academic Senate President to the Chancellor's Communication Council, which meets monthly with representatives from throughout the district, and which is a prime organ of

participatory governance in the district. The Academic Senate President also participates in regular senate presidents meetings with the Chancellor and sits on the executive council of Reedley College's Senate and is a voting liaison with the Reedley Senate until CCCC receives candidacy.

The Academic Senate has primary responsibility to provide recommendations in the areas of program, curriculum, and course development as per SCCC Board Policy 4020 and Administrative Regulation 4020. [Evidence: IV.120, IV.121]

The State Center Federation of Teachers (SCFT) handles contractual issues for full-time and part-time faculty. [Evidence: IV.122, IV.123]

The Classified Senate represents classified professional support staff. As part of the shared governance process, classified staff elect a president, vice president, secretary/treasurer, and five area representatives to represent CCCC. [Evidence: IV.124]

Similar to the Academic Senate, the Classified Senate is not involved with matters specified within or defined by a collective bargaining agreement. The California State Employees Association (CSEA) serves as the organization which manages all contractual issues, but also has additional responsibilities in the governance process, and thus appoints representatives (as appropriate) in numbers that equal those made by the Center's Classified Senate. [Evidence: IV.125]

In terms of student involvement in the governance of Clovis Community College, Board Policy recognizes the Associated Student Government as the official voice for the students in district and CCCC decision-making processes. College student involvement at the Board of Trustees level provides for representation at Board meetings and for student representation on committees through the appointment by the Associated Student Government. [Evidence: IV.6, IV.7, IV.126, IV.136]

The following CCCC committees have student representatives: Environmental Health and Safety, Facilities, Library Liaison, Scholarship, Student Success/Basic Skills, and Distance Education Technology Advisory Committee. The Associated Student Government (ASG) leadership identifies student representatives for the respective committees. The Center established an ASG in Fall 2010, and ASG has since developed by-laws, operating policies, and procedures that govern the organization. ASG is responsible for appointing representatives to appropriate committees, and those representatives are responsible for communicating committee actions to the ASG. [Evidence: IV.127]

SCCCD Board Policies and Administrative Regulations outline administrative involvement in the institutional governance, operation, and assignments. Also, Board Policies describe the role of the college/center administration as determined by the Chancellor. [Evidence: IV.6, IV.7]

As mentioned earlier in this report, the main organization which acts as the umbrella for all CCCC decision-making processes involving planning, budget development, and input for institutional policy decisions is the College Center Council. Representatives from all constituency groups sit on the College Center Council, which meets bi-monthly on Friday afternoons during the academic year. The College Center Council has adopted a Continuous Improvement-Collaborative Decision-Making Process as the cornerstone of the council's

operation. An example of this process in action would be the College Center Council's decision regarding the allocation of lottery funds. This happens through a process involving Action Plan Funding Requests submitted by any interested staff member who describes the need for funding a project or product based upon evaluation data and the connection to planning and institutional improvement objectives. Once the College Center Council reviews all requests, the council members come to consensus regarding resource allocation priorities that best suit the Center's goals. In an effort to best inform the CCC members of the needs of the respective programs, lead faculty present Program Review recommendations to the College Center Council each spring as they complete the respective reviews. [Evidence: IV.13, IV.118, IV.128]

CCCC holds a Duty Day two days prior to the beginning of every semester. During those days, the Standard IV committee and others meet and discuss important issues which pertain to Center operations. During those meetings, staff members take photographs and produce notes on numerous subjects all pertaining to Center governance. In addition, each group takes notes on its particular projects. For example, on Duty Day August 7, 2014, all instructors and administrators met to discuss the Center's Strategic Plan and various standards. During those meetings, the group makes important decisions on the direction and modification of any needs. [Evidence: IV.105, IV.129]

### **Self Evaluation**

CCCC meets this standard. As indicated earlier, the faculty and staff responded to the accreditation survey with over 84 percent strongly agreeing or agreeing to questions 65, 66, 67, and 68 which address the Center's leadership and governance. In anticipation of receiving initial accreditation status, the College Center Council determined the need to review the existing structure of committees involved in the collaborative decision-making process and identify additional committees that will need to be operational upon full accreditation. As a result, the Center instituted these additional committees, including Academic Senate, Curriculum Committee, Academic Standards, Equivalency, Flex Committees, Program Review Oversight, and Distance Education. With the exception of the Salary Advancement and Sabbatical Leave committees which union contract language controls, all of these committees are stand-alone committees for CCCC and fully operational. [Evidence: IV.13, IV.22, IV.128]

### **Actionable Improvement Plan**

None.

**IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning program and services.**

### **Descriptive Summary**

Faculty, through the Reedley College Curriculum Committee and the program review process, initiate and monitor instructional programs and student services recommendations. SCCC Board Policy outlines these responsibilities of the Curriculum Committee: "The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, regulations shall be established for the development and review of all curricula offerings, including their establishment, modification or discontinuance" (BP 4020). The Center's Curriculum Handbook and district Administrative Regulation 4020 outline procedures used for curriculum modification and

development. Until ACCJC grants CCCC full college status, the Reedley College Curriculum Committee establishes curriculum, which includes representatives of CCCC's Curriculum Committee. The CCCC Curriculum Committee has established an operating agreement and procedures and will become fully operational immediately upon approval. Currently, the Curriculum Committee is working toward implementation of CurricUNET, reviewing the course bank, communicating with the state chancellor's office, and preparing to take over the new college's curriculum without delay. CCCC will be able to immediately fulfill the curriculum functions as an independent college as the Curriculum Committee will complete all the work for separate college curriculum databases by June 30, 2015. In terms of the course approval, district Administrative Regulations indicate that the Curriculum Committee must approve all non-degree and degree- applicable credit courses. [Evidence: IV.120, IV.121, IV.130, IV.131, IV.132]

When ACCJC granted CCCC candidacy, the Commission asked the Center to set up a committee structure independent of Reedley College wherever possible. To this end, CCCC established the Program Review and Student Learning Outcome Committee, and CCCC's Program Review and SLO efforts became independent. Since CCCC's accreditation is still under Reedley College, the Center shares all curriculum with Reedley College. The Center's PR/SLO Committee has recently revised the PR Handbook for cycle four, which will begin in Spring 2015, and each program submits annual progress reports based on reflection and analysis. Two faculty coordinators chair the PR/SLO committee, one representing PR and one representing SLOs. The membership includes the Curriculum Chair, department chairs and representatives from administration, AGS, Academic Senate, and Classified Senate. The committee meets regularly to review the PR/SLO processes, to recommend changes to the handbook, and to analyze and substantiate the Program Review goals for inclusion in the planning process. The PR/SLO Committee forwards substantiated recommendations to the College Center Council for consideration. [Evidence: IV.20, IV.21, IV.76, IV.133]

### **Self Evaluation**

CCCC meets this standard. This standard is met through the work of the CCCC Academic Senate, the Curriculum Committee and partnerships with Reedley College's Curriculum Committee, and the program review process. The recommendations from Program Reviews drive budget decisions to improve student learning programs and services. Since the committees (except those noted above) are already operating independently and in full compliance with all relevant standards, CCCC is already functioning as a stand-alone college while maintaining close communication with the relevant committees at Reedley College to ensure proper reporting for accreditation. [Evidence: IV.133, IV.134]

### **Actionable Improvement Plan**

None

**IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

### **Descriptive Summary**

On a district level, the Board Policy 2510 outlines the processes to be used for participation in local decision-making governance by four main constituent groups: students, faculty, staff, and

administration in accordance with the California Code of Regulations, Title 5. In addition, each of these constituency groups participates on district-level committees and task forces including the District Budget and Resource Allocation Advisory Committee, District Human Resources Task Force, District Enrollment Management Committee, District Technology Committee, District Facilities Committee, and the District Communication Council. This participation allows for broad communication and collaboration by each of these constituencies on district-level issues, policies, procedures, and initiatives. The District Communication Council is the central communication vehicle for all district-level committees. All district level committees report to the District Communications Council. The District Communications Council reports directly to the Chancellor. [Evidence: IV.13, IV.135]

The Board of Trustees governs the State Center Community College District. The Board exercises its governance and communicates through Board meetings, the Chancellor's Cabinet, Board Retreats, and district Charrettes. The Board of Trustees holds monthly meetings where the Board members, the college constituencies, and community members can communicate their needs, views, and ideas about districts issues. Several times a year, the Board holds retreats to facilitate policy development, evaluate the Board's effectiveness, set goals for the coming year, and develop agendas. The Board members, college presidents, and invited guests attend Board retreats. The Chancellor's Cabinet disseminates the output of the Board retreats. During 2012 and 2013, the Board of Trustees hosted several Charrettes, which are themed events with the purpose of bringing community members and stakeholders together to brainstorm on a particular issue. The Liaison for District-wide Strategic and Integrated Planning and the Vice Chancellor of Human Resources made a public report on the Charrettes in the subsequent Board of Trustee meeting. Finally, the SCCCDC Chancellor holds monthly meetings of the Chancellor's Communication Council. All district stakeholders including the college presidents, the Academic Senate presidents, the Classified Senate presidents, and the Associated Student Government presidents of each college attend the Communication Council. The Chancellor's Communication Council is the primary vehicle by which the college constituencies communicate information, ideas, and policy to the Chancellor and receive communications from the Chancellor. The Chancellor communicates to and from the Board in their regular meetings. It is through this meeting with the Board that the Chancellor can communicate the output of the Chancellor's Communications Council Meeting and receive the Board's input for future meetings. [Evidence: IV.23, IV.47, IV.48, IV.49, IV.50, IV.102, IV.112]

The Associated Student Government represents students in accordance with Title 5, section §51023.7. Per Board Policy 2510, "The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of the student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students Government." [Evidence: IV.135]

Students play a major role in the governance process through their participation in the formulation and development of Center and district policies and procedures. CCCC established an Associated Student Government (ASG) in Fall 2010 as the main communication vehicle for the students at CCCC. The CCCC ASG has written a constitution and bylaws to guide their operation. ASG representatives were active participants in the development of this self

evaluation, and participate as members on various college and district committees as described in the College Center Council Handbook. The Reedley College Student Trustee represents the CCCC ASG at the Board of Trustees level. Once CCCC becomes an accredited college, a Clovis Community College Student Trustee position will represent the CCCC ASG (Title 5 Sec 7202 3.5). The ASG has developed a number of committees under its jurisdiction including Activities, Public Relations, Finance, Legislative, and Personnel. These ASG committees help facilitate the goals and duties of the ASG. CCCC has one full-time faculty advisor for ASG and one adjunct co-advisor to help to guide students through proper procedures for meetings and purchases, assist in maintaining a presence on committees, act as a resource for students, and other duties assisting the ASG and students. [Evidence: IV.13, IV.126, IV.136, IV.137]

The elected ASG representatives serve as the representatives of students for the ASG and its duties. The ASG posts all student committee meeting minutes and agendas in the Student Center, on the ASG Blackboard page, and on the Kiosk outside of Academic Center 2. When the ASG has determined that they need input from a broader cross section of students they represent, they have used surveys. For example, in Spring 2013, ASG gave a survey to gauge the interest of students in an invocation for commencement. In Fall 2013, ASG gave a survey to gauge the interest in potential ridership from the Fresno Area Express bus service. [Evidence: IV.137, IV.178, IV.179]

In an effort to further integrate the CCCC ASG in the broader ASG community and help raise ASG's awareness of current issues affecting students on a state and national level, the ASG held a vote of all students in November 2012 to decide if they wanted to implement a student representation fee to fund ASG participation in state and national ASG conferences. Students voted to approve this fee. The ASG implemented the fee and began to collect it in Fall 2013. As stated in the ASG Program Review, the ASG plans to start attending such conferences as the Student Senate for California Community Colleges Conference, the Diversity conference, and the ASG Conference in Fall 2014 or Spring 2015. [Evidence: IV.137]

The CCCC Academic Senate is the elected committee that represents all faculty and serves as the main communication vehicle on issues affecting academic and professional matters per Title 5, sections §53200-53206. Per BP 2510, the Board or its designees consult collegially with the Academic Senate; the Board collegially develops these procedures to implement this section with the Academic Senate. [Evidence: IV.135]

An ad hoc committee wrote the CCCC Academic Senate committee operating agreement, which CCCC faculty approved in Spring 2012. Faculty formerly established the CCCC Academic Senate as a committee, and the Academic Senate began meeting in Fall 2012. The ad hoc committee also wrote the operating agreements for committees solely under the jurisdiction of the CCC Academic Senate, including the Academic Standards Committee, the Curriculum Committee, the Flex Day Committee, and the Equivalency Committee in Spring 2012. Each of these committees also started meeting in Fall 2012 and report directly to the Academic Senate each semester. Each committee's report under the Academic Senate jurisdiction includes an oral report by the committee chair to the Academic Senate as well as a written report. This reporting process is the main way these committees and the Academic Senate communicate. The continuous dialogue allows a process by which these committees can evolve to more effectively accomplish their charges and keep the Academic Senate informed of their business. Also, the Academic Senate frequently has non-faculty guests to meetings to communicate with the

Academic Senate about important matters. For each meeting, the Academic Senate Secretary/Archivist distributes meeting minutes and agendas for the CCCC Academic Senate by e-mail, posts on the Blackboard organization for the Academic Senate, and posts on the kiosk outside of Academic Center 2. Finally, the Academic Senate President (or representative) sits as a standing member on other Center and district committees including the Chancellor's Communication Council, the College Center Council, department chairs, the Enrollment Management Committee, and the Program Review/Student Learning Outcomes Committee. The Academic Senate President has informal bimonthly meetings with the Campus President and bimonthly meetings with the Vice President of Instruction and Student Services. These allow for communication of ideas and issues and between the Academic Senate and CCCC administration. [Evidence: IV.119, IV.138]

For areas that fall under joint jurisdiction of the College Center Council and the Academic Senate, CCCC formed task forces of all constituencies (administration, faculty, staff, and students) to provide input and develop operating agreements for committees. The Center formed the first such task force for the Program Review/Student Learning Outcomes Committee in Spring 2012 to write the operating agreement. The committee began meeting in Fall 2012. The Center formed a Distance Education and Technology Ad hoc Committee in Spring 2013 to decide how CCCC wanted to organize the duties and responsibilities of the former Willow International Technology Advisory Committee and those shared with the Reedley College Distance Education Committee under the old governance structure. The task force developed the operating agreement for the CCCC Distance Education and Technology Advisory Committee. The CCCC Distance Education and Technology Advisory Committee began meeting in Fall 2014. Each of these committees has representative members from each constituency group to promote their ideas and communicate between the committee and the constituency. Moreover, the chairs of both committees report at least once a semester to the Academic Senate and College Center Council in order to foster communication between committees of CCCC. [Evidence: IV.114, IV.119, IV.139, IV.140, IV.141]

The CCCC Classified Senate represents CCCC classified staff and participates in Center and district planning, development of policies and procedures, Center and district committees, and other decision-making processes per Title 5, section §51023.5. Per BP 2510, administration provides staff with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. Administration gives the opinions and recommendations of the Classified Senate every reasonable consideration. The Classified Senate began to meet in Fall 2011. In Spring 2012, the CCCC Classified Senate established its constitution and by-laws. The Classified Senate serves as the major communication vehicle for matters dealing with Center and district issues. The Classified Senate facilitates staff development for staff at CCCC, in which the Classified Professionals Development Steering Committee hosts workshops pertaining to skills and knowledge used in the workplace (e.g., software programs). For each meeting, the CCCC Classified Senate distributes meeting minutes and agendas by e-mail, posts on a Blackboard organization for the Classified Senate, and posts on the kiosk outside of Academic Center 2. [Evidence: IV.124, IV.142]

On a college level, the College Center Council serves as the primary campus-wide consultation group for shared governance and collaborative decision-making. Co-chaired by the Campus President and the Vice President of Administrative Services, the College Center Council has



representation from all constituent groups. The College Center Council serves as the primary communication vehicle for all college committees and business. All college committees, including the Student Success Committee, the Facilities Committee, the Enrollment Management Committee, Distance Education and Technology Advisory Committee, and the Program Review/Student Learning Outcomes Committee report directly to the College Center Council. At the first meeting of the year, the College Center Council reviews its operating agreement (and those of the committees that report to it) to evaluate and improve the council's effectiveness. [Evidence: IV.19, IV.143, IV.144]

The Department Chairs Committee allows communication between its members on academic matters, such as scheduling, academic hiring, Action Plans Funding Requests, and academic policies. The members include the department chairs of each department, the Vice President of Instruction and Student Services, the Dean of Instruction, the Dean of Students, and the Academic Senate President. The department chairs communicate important information from their departments to the deans and Vice President while the deans and Vice President can distribute important to faculty through the department chairs. Each semester, faculty, staff, and administration submit Action Plan Funding Requests first to the department chairs (for a recommendation to the College Center Council) and then to the College Center Council for approval. Many action plans are outputs of needs expressed in Program Reviews. This process allows for campus-wide communication about the needs of each area. [Evidence: IV.80, IV.145]

CCCC has other avenues of communication and coordination to serve a variety of purposes for the Center. First, everyone on campus uses e-mail as a forum for campus-wide communication. The Campus President has weekly newsletters e-mailed to all faculty, staff, and students. The Dean of Instruction regularly e-mails all faculty regarding important matters. Secondly, CCCC frequently utilizes surveys to identify needs and issues of certain audiences and/or constituencies to inform the policy and processes of the Center. For example, the CCSSEE (Community College Survey of Student Engagement) survey is an instrument developed by the University of Texas, Austin and used by CCCC to gauge student engagement. The Institutional Researcher administered the survey in Spring 2013 and Spring 2014. Also, the Institutional Researcher administered a faculty survey in 2010 and 2013 to get faculty feedback on a variety of issues. Finally, each Duty Day before the semester starts, faculty, classified staff, and administration participate in a breakout session on specific aspects of strategic planning. CCCC used the Spring 2014 Duty Day breakout session on strategic planning to get faculty input on preference for future growth of CCCC and what buildings and facilities CCCC should build in the near future. [Evidence: IV.22, IV.77, IV.105, IV.146]

### **Self Evaluation**

CCCC meets this standard. As a part of the internal scanning process for the development of the Educational Master Plan, the Institutional Researcher conducted an online survey in Spring 2009, in which 114 students participated, and again in Spring 2013. The open-ended questions invited written responses from students, and these indicated that there is a consensus that students see the new facilities and friendly, knowledgeable staff as great assets to the Center, and the students appreciated the dedication and professionalism of the faculty, administration, and staff. [Evidence: IV.22, IV.100]

The Board of Trustees has established policies and administrative regulations to ensure the facilitation of discussion and communication among the district, Center, and other constituent groups (e.g., Academic Senate, Classified Senate, Associated Student Government). In terms of ongoing dialogue and communications leading to continuous improvement, CCCC has implemented a collaborative decision-making process to include the process of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Decision-making groups, such as department chairs and the College Center Council, base decisions upon data and information collected through a variety of means including surveys, advisory committees, Program Reviews, planning documents, committee reports, as well as dialogue funneled through standing committees and organizations to the College Center Council. As described in the College Center Council Handbook, each of the standing committees has operating policies and procedures, which include the purpose of the committee, meeting schedules, operations/action items, membership, associated Strategic Plan goals and objectives, and the process by which the College Center Council reviews recommendations from the committees for action. Communication among the committees and the institution's constituencies include posting minutes from the respective committees and organizations to the Center's website and Blackboard site, with minutes from the College Center Council and department chair meetings sent to all faculty and staff as well as posted on Blackboard. In the case of the Academic Senate and Curriculum Committee, all constituencies receive agendas of upcoming meetings, informational materials, and minutes via e-mails, Blackboard postings, and posting outside of AC2.

#### **Actionable Improvement Plan**

None

**IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

#### **Descriptive Summary**

Clovis Community College Center, as part of the State Center Community College District, advocates and demonstrates honesty and integrity in its relationships with external agencies as outlined in its mission, vision, and core values, as well as Board Policies and Administrative Regulations. Board Policy 1200 lists the SCCCD values as Inclusiveness, Excellence, Accountability, Integrity, and Continuous Improvement. Board Policy 2012 lists the role (Powers, Purposes, Duties) of the Board of Trustees and includes the following statement regarding the relationship with external agencies: the Board "consider[s] communications and requests from citizens or organizations on matters of policy and administration; and serve as a board of appeal for students, employees, and citizens of the District." Also, Board Policy 2715 describes the Code of Ethics/Standards of Practice for the Board of Trustees with the following introductory statement:

"The Board maintains high standards of ethical conduct for its members. As members of the State Center Community College District Board of Trustees, working as a collective

unit in conjunction with administration, staff, students, and the communities the Board serves, will execute to the best of its abilities the duties and responsibilities vested in it by the California Education Code and entrusted to the Board by its constituency.”

Furthermore, a Code of Ethics for Administrators is included in Board Policy 3150 which defines “Ethics,” describes the importance of ethics and expectations for ethical behavior. Administrative Regulation 3150 includes statements regarding the responsibilities of administrators intended to be guidelines for ethical behavior and due process as an administrator in the district. [Evidence: IV.6, IV.7]

Faculty subscribe to the statement on professional ethics adopted by the American Association of University Professors in 1987, which tenure review committees use as part of the evaluation process for full-time faculty. [Evidence: IV.8, IV.9]

Regarding relations with external governmental agencies, CCCC has received two TRIO grants from the U.S. Department of Education that directly benefit students. A TRIO Student Support Services grant provides services to serve low-income and first-generation college students; the TRIO Science, Technology, Engineering, Mathematics (STEM) grant also provides services to low-income and first generation students enrolled at the Center with an interest in the STEM disciplines. Both of these grants expand the current student support services now provided at the Center to include personal advising, career advising, transfer activities, financial literacy, and exposure to social and cultural events.

In terms of the Accrediting Commission, CCCC has maintained a positive relationship with ACCJC for many years, most recently through receiving approval for Candidacy status in March 2013 and permission to apply for initial accreditation in Spring 2015. Prior to that approval, CCCC responded expeditiously to ACCJC’s recommendations, completing the recommendations ACCJC delineated in a letter sent in February 2012 by the end of the Spring 2012 semester. The Introduction describes this response in more detail. [Evidence: IV.10, IV.11]

CCCC has responded promptly and thoroughly to each of the directives from ACCJC, including especially the establishment of committees and procedures independent of Reedley College in preparation for college status.

Finally, the SCCC Board Policy 3200 specifically addresses the positive relationship with the Accrediting Commission by mandating that the Chancellor comply with the ACCJC’s accreditation process and standards, keep the Board informed of accrediting organizations and status of accreditations, ensure involvement by the Board in which participation is required, and communicate with the Board relative to any accreditation report and actions taken in response to recommendations in an accreditation report. [Evidence: IV.6]

The institution received a few recommendations from ACCJC as a result of the last Candidacy follow-up report. CCCC has completed all of these recommendations and ACCJC approved them, except for state approval which the Board of Governors has since granted. [Evidence: IV.10, IV.11, IV.108]

### **Self Evaluation**

CCCC meets this standard. As outlined in its mission and vision, CCCC advocates honesty and integrity in relationships with external agencies. CCCC has maintained a positive relationship with ACCJC as evidenced through the approval to operate as a California community college and in the recent approval to begin the process of initial accreditation. [Evidence: IV.10, IV.11, IV.108]

### **Actionable Improvement Plans**

None

**IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

### **Descriptive Summary**

The district Board of Trustees began a process of revising its policies in Spring 2011 and has since continued to review and revise the Board Policies as per Board Policy 2410. In Spring 2011, the Chancellor's Cabinet and Communications Council reviewed BP/AR 2410. They did not make changes to BP 2410. In Spring 2011, the district presented proposed revisions to AR 2410 to constituent groups for review and recommendation (933-934). Review of AR 2410 continued from Fall 2011 through Fall 2012 with final approval in October 2012. [Evidence: IV.106, IV.147]

The Board reviewed additional board policies at the Board of Trustees retreat in April 2012. To ensure a regular cycle of evaluation, the Board has continued to review board policies at every annual Board retreat thereafter.

Administrative Regulations are also under continual assessment so that they accurately reflect statements to be used in the process of implementing Board Policy. The district posts copies of all Board Policies and Administrative Regulations on the district website, accessible to all interested persons. [Evidence: IV.6, IV.7, IV.12]

As the CCCC faculty, students, staff, and administration has grown, so has their ability to create a governance and decision-making structure that is continually evaluated to assure its integrity and effectiveness. The Center established the College Center Council as the Center governance committee for the campus in May 2008. The College Center Council serves as an umbrella organization to deal with college governance and decision-making issues. The following College Center Council purpose statement describes its major function:

The purpose of the Clovis Community College Center's College Center Council (CCCC) is to assess and improve upon the existing process of evaluation, planning, and improvement for CCCC, with an emphasis on the Center's strategic planning and implementation processes. As a result, the planning cycle of evaluation, goal setting, resource distribution, implementation and reevaluation will become part of the

organizational culture of the centers as they continue to move towards the goal of reaching full college status.

As described in detail in the Standard I.B section “Improving Institutional Effectiveness,” CCCC has implemented a Continuous Improvement-Collaborative Decision Making Process. The College Center Council modified this participatory governance process in 2010, and the Faculty Handbook and College Center Council Handbook describe it. The Campus President also discussed the process at the Fall 2014 Duty Day in which all faculty and staff from Clovis participated. The College Center Council annually reviews the Continuous Improvement-Collaborative Decision Making Process along with the strategic planning process as to their effectiveness and makes adjustments as needed. Administration discuss any modifications of the decision-making or planning process with the faculty and staff as part of the agenda for the Duty Day activity held prior to the opening of fall semesters.

In addition to the dialogue conducted in the College Center Council and at Duty Day, the Institutional Researcher channels communication of the results of evaluations relative to the decision-making, planning, and continuous improvement processes through the institution’s standing committees, Department Chairs, Campus President’s Cabinet, and Augmented Campus President’s Cabinet. The Campus President and CCCC Academic Senate President also meet twice a month to discuss issues that are pertinent to institutional improvement. [Evidence: IV.13, IV.14, IV.15, IV.16]

### **Self Evaluation**

CCCC meets this standard. In terms of governance, the SCCCD has subscribed to the Community College League of California (CCLC) Model Policy and Procedure Service, which regularly provides updates regarding changes in the law affecting Board Policies. Also, the district’s general counsel conducts a continual review of Board Policies, with changes made through a collaborative process involving all constituent groups. [Evidence: IV.17]

The Academic Senate evaluates its governance and decision-making processes and procedures in an effort to continually improve. As an example of this review process, in Spring 2014, the Academic Senate reopened their constitution and by-laws for modest revisions based on the experience of two years of operation. For example, the Academic Senate added the position of past president to ease the transition of one administration to another. The Academic Senate President serves as a member of the Clovis College Council as well as the District’s Communication Council to ensure communication at both the campus and district level.

The College Center Council evaluates the Continuous Improvement-Collaborative Decision Making Process structure annually each spring to assure the integrity and effectiveness of the model. Faculty, staff, and administration then discuss any modifications to the participatory governance and decision-making structure and processes at the subsequent fall Duty Day activity in which all CCCC full-time faculty participate. CCCC communicates about the improved process through posting on the website and on Blackboard, and insertions into the updated Faculty Handbook and College Council Handbook. [Evidence: IV.13, IV.14, IV.15, IV.18]

In terms of the Strategic Plan, the College Center Council also reviews the results of the planning objectives each spring, resulting in the modification of objectives for the next annual plan. Faculty, staff, and administrators also discuss the draft Strategic Plan objectives at the fall Duty Day activity. Each Center committee reviews the draft Strategic Plan at its first meeting of the year and indicates the activities it will initiate to help the Center reach established target goals. Committees submit these activities to the Vice President of Instruction and Student Services for inclusion in the final Strategic Plan for the year. To coordinate these efforts, the Vice President of Instruction and Student Services chairs a Strategic Plan Leadership Committee, a sub-committee of the College Center Council, that consists of faculty, classified personnel, and administrators. [Evidence: IV.81, IV.82, IV.105]

The Program Review/Student Learning Outcomes Committee evaluates program review processes, with modifications communicated to the next cycle of programs reviewed through the Program Review Handbook. The committee also continuously reviews SLO procedures for effectiveness. [Evidence: IV.19, IV.20, IV.21]

According to the 2013 Accreditation Survey, over 94 percent of the faculty and staff strongly agreed or agreed to the statement: “The College Center facilitates an ongoing dialogue about improving student learning and institutional processes: Examples could include duty day workshops, program review process, Student Success Committee activities & workshops (Basic Skills Initiative), Action Plans, division meetings, etc.” [Evidence: IV.22 q. 3]

#### **Actionable Improvement Plans**

None

#### **IV.B. Board and Administrative Organization**

**In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**

**IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

**IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

The State Center Community College District (SCCCD) Board of Trustees is an independent policy-making body that has demonstrated its desire to serve the public interest since 1964 when the district formed. The Board of Trustees for the State Center Community College District

consists of seven members who, until 2010, were elected on an at-large basis from six geographical areas. In 2010, to comply with the California Political Reform Act, the state and federal agencies granted approval to move to a geographical trustee area election for the November 2010 election, thus moving away from a process that provided at-large elections for trustees. The Board members serve staggered four-year terms of office to ensure stability, with elections held in November of an election year. Board Policy provides provisions for mid-term vacancies as well. Non-voting student trustees from Fresno City College and Reedley College serve on the Board. The Board meets the first Tuesday of each month with the meeting location rotated among the district office, colleges, and centers. To ensure opportunities for community input, each Board agenda provides for public presentation and staff reports as appropriate, along with reports by the two student trustees. The district posts meeting agendas, minutes, and reports on its website for easy access. [Evidence: IV.12]

### **Self Evaluation**

CCCC meets this standard. Per the Board Policies and Administrative Regulations, the Board of Trustees functions as a whole to provide leadership to the district and Chancellor. According to Board Policy 2270, members of the governing board have authority only when acting as a Board of Trustees legally in session. The district will not be bound in any way by any statement or action on the part of any individual board member or employee, except when such statement or action is in pursuance of specific instructions by the governing board. The board makes decisions that follow established district policies and procedures that follow the mission, vision, and values of the district. The Board of Trustee meetings are public with agendas available on the district website and appropriately posted in accordance with the Brown Act. The meeting agenda includes time for reports and concerns from constituency groups as well as the public. Following each meeting the minutes are available on the district website, and support staff in the Chancellor's office distributes them electronically. [Evidence: IV.148]

Also, Board Policies describe how the Board advocates for the institution and protects it from undue influence or pressure including participation in local decision-making, conflicts of interest, political activity, and Board member authority. [Evidence: IV.6]

Board Policy 4020 addresses the effectiveness of student learning programs and services: "The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, regulations shall be established for the development and review of all curricular offerings, including their establishment, modification or discontinuance." In addition, the philosophy and criteria for Associate Degrees and general education is the focus of Board Policy 4025 and Administrative Regulation 4025 which states that the programs of the district shall be consistent with the institutional mission, purposes, demographics, and economics of its community. [Evidence: IV.120, IV.149, IV.150]

The State Center Community College District Board of Trustees was, until recently, elected at-large. The district proposed five possible trustee plans and voted for plan five at the January 12<sup>th</sup> 2010 regular Board of Trustees meeting. Members of the Board of Trustees adopted Resolution 2009-20 requesting that the Fresno County Committee on School District Organization change the manner of election of the district's trustees to a "by-trustee area" electoral system. This

would ensure that “one or more members residing in each trustee area [is] elected by the registered voters of that particular trustee area.” [California Election Code §5030(b)] Add subject implemented the trustee plan for the November 2010 election. The district transitioned into trustee areas with no major issue in the continuity and commitment of the Board members. [Evidence: IV.23]

The Board demonstrated its resolve to follow policy during the selection of the Chancellor in July 2010. The Board conducted a nationwide search utilizing the services of the American Association of Community College Trustees. The Board selected three finalist after a committee, represented by all constituent groups including Board members, administration, faculty, staff, students, and public representatives, conducted interviews. The Board then made their selection after the Board interviewed the finalists and the finalists each held public forums. The Board will follow a similar process again in searching for a new Chancellor to replace Interim Chancellor, Dr. Bill Stewart. [Evidence: IV.151, IV.152, IV.153, IV.154]

### **Actionable Improvement Plans**

None

**IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

### **Descriptive Summary**

The mission statement for the district:

“State Center Community College District is committed to student learning and success, while providing accessible, high quality, innovative educational programs and student support services to our diverse community by offering associate degrees, university transfer courses and career technical programs that meet the academic and workforce needs of the San Joaquin Valley and cultivate an educationally prepared citizenry.”

The vision statement for the district:

“State Center Community College District will demonstrate exemplary educational leadership to foster and cultivate a skilled workforce and an educated citizenry who are well prepared professionally and personally to contribute to our community.”

The district has identified seven core values, listed below:

**Excellence:** So that every student will have the opportunity to benefit from an educational experience of the highest quality, we are committed to excellent teaching, learning, quality instruction, support services, and co-curricular activities.

**Diversity:** We are committed to cultivating a welcoming environment for all and we will promote and celebrate diversity in our student body, faculty, staff and administration.



**Integrity:** We will be accountable, honest, transparent, and adhere to the highest professional standards to ensure that every student has the opportunity to receive an excellent education. We are committed to removing barriers to student success.

**Continual Improvement:** We will continually evaluate our policies and practices to sustain and improve the quality of our programs and services. We will utilize effective planning procedures and commit to making decisions based upon the systematic use of relevant data.

**Stewardship:** We are committed to the enhancement, preservation, conservation, and effective utilization of our resources.

**Community:** We value the community we serve and strive to work as a good neighbor, and partner with the people, businesses and organizations of the San Joaquin Valley.

**Communication:** We are committed to open communication among all members of the District, and with the external community of which we are an integral part. We will ensure freedom of speech, collaboration and mutual respect.

As stated in Board Policy and the Strategic Plan, evidence of the district's commitment to the support of student learning programs and services and the communities served by the colleges and centers includes its mission, vision, and core values statements. As a result of this mission, the vision of the district is to be "recognized as a regional leader in educational programs and services in response to an ever-changing world." [Evidence: IV.6, IV.31]

Along with the mission, vision, and core values statements, the Board of Trustees has established policies that reflect the high level of expectations relative to the quality, integrity, and improvement of student learning programs and services. For example, Board Policies state:

- BP 4020: "The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency..."
- BP 4025: "The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of each college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding."
- BP 4030: "Intellectual freedom is to be guarded as a basic right of all citizens in a free society. To this end, the colleges of the district are committed to free discussion and open inquiry in the pursuit of truth."
- BP 5120: "The District incorporates as part of its mission the transfer of its students to baccalaureate level institutions. The District further recognizes that students who have historically been underrepresented in transfer to baccalaureate level institutions are a special responsibility..."

- BP 5150: “Support services and programs that are in addition to the traditional student services programs shall be provided in order to assist students who have language, social, and economic disadvantages to succeed academically in the District.”
- BP 5050: “The Board is committed to assuring student equity in educational programs and college services...”

The district’s Board Policies and Administration Regulations contain additional provisions that ensure a commitment to student learning programs. The Board annually reviews and works through the Chancellor to improve the district’s persistence rate, percentage of first-time students seeking a degree or transfer who earn 30 units, student progress and attainment rate, basic skills progress rate and student success related to career technical education. [Evidence: IV.2, IV.25, IV.121, IV.149, IV.155, IV.156, IV.157, IV.158]

### **Self Evaluation**

CCCC meets this standard. The district has a set of Board Policies and Administrative Regulations which reflect the mission, vision, and core values. These policies ensure that district and its colleges and centers are held to the highest standard for the programs and services they provide. CCCC has periodically revised the mission statement to reflect the current mission and vision and to maintain alignment with the mission and vision statements of the district. [Evidence: IV.26, IV.27]

The Chancellor initiated the establishment of a District Budget and Resource Allocation Advisory Committee (DBRAAC). This district-wide committee developed the District Resource Allocation Model that identified the elements of a comprehensive resource allocation process for the district to include fiscal, human, physical and technology resources. The development of the model included an investigation of models in other multi-college districts, incorporated elements of the SB 361 funding model as applicable, and incorporated future plans for achieving initial accreditation for Clovis Community College Center. The Board of Trustees adopted the District Resource Allocation Model on January 7, 2014 for implementation during the 2014-15 budget year. The Chancellor’s Cabinet reviewed the model prior to implementation and proposed a revised model to DBRAAC, which accepted it. DBRAAC proposed this revised model to the Board of Trustees at the August 21, 2014 Special Board Meeting, and the Board adopted it at the September 2, 2014 Regular Board Meeting. The new model provides additional funding of \$1.2 million allowing for the hire of five new faculty and additional classified staff. When the Center becomes a college, the site will receive additional state funding. [Evidence: IV.28, IV.29, IV.121, IV.149, IV.155, IV.156, IV.157, IV.158]

### **Actionable Improvement Plans**

None.

### **IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

#### **Descriptive Summary**

The California Education Code has specified that the Board of Trustees has ultimate responsibility for legal matters and financial integrity. Examples include the liability for all debts

and contracts in the name of the district, the management and control of properties within the district, and ultimately, for all matters pertaining to employment. [Evidence: IV.6, IV.159]

To exercise its responsibility for educational quality, legal matters, and financial integrity, the Board receives regular reports and presentations concerning the status of various educational programs and student support services, strategic planning, fiscal planning, facility planning, voter-approved bond measure project funding, and formal budget adoption. The Board will recommend suggestions for improvement to be carried out by the respective district or college administrator.

Regarding educational quality, the Vice Chancellor of Educational Services and Institutional Effectiveness chairs the district's Educational Coordinating and Planning Committee (ECPC). ECPC, consisting of faculty and administration, reviews all curricular and student services policy changes biannually and forwards recommendations to the Board of Trustees for their final approval. The Chancellor brings legal matters forth to the Board at open and closed sessions, with a full-time district general counselor present to advise the Board, when appropriate. The Board discusses specific statutory issues such as real estate transactions, employee discipline, potential or actual litigation, and labor negotiations in closed session meetings, with the actions taken in closed session reported in open session. [Evidence: IV.6, IV.7, IV.23, IV.30]

In terms of financial integrity, Board Policy states that the Board of Trustees shall be responsible for fixing and approving the annual budget, and, through the adoption of the budget, for approving expenditures of funds. The Chancellor presents the annual budget to the Board in a schedule that complies with state law and provides adequate time for Board study. The Board is responsible for budget oversight and establishment of a reserve for contingencies. SCCCD's unrestricted general fund reserves for economic uncertainty shall be no less than 6 percent of the district's annual budget exclusive of funds designated by the Board for special activities. [Evidence: IV.160, IV.161, IV.162, IV.163]

The Board is responsible for oversight of fiscal management including adequate internal controls; assuring that it communicates fiscal objectives, procedures, and constraints; and approving adjustments to the budget in a timely manner. A certified public accountancy firm, which the Board approves, conducts an annual audit of SCCCD's fiscal recordkeeping, including funds, books, and accounts. The Board of Trustees reviews all contracts and agreements over \$15,000 for public works and \$84,100 for goods and services, and votes on them during scheduled public sessions. The Board has delegated to the Chancellor the authority to enter into contracts on behalf of the district within these amounts. The Board approves contracts over these amounts. [Evidence: IV.4]

Through a combination of statutory regulations, local Board Policies (BP), Administrative Regulations (AR), and best practices for fiscal planning, the State Center Community College District (SCCCD) Board of Trustees provides guidance and oversight of the development of the budget. The Board receives a District Financial Status Report on a quarterly basis summarizing its fiscal condition. The district also provides updates as conditions develop and change at the state level that may have a fiscal impact on district operations. Table 1 represents the major

milestones the Board completes to develop a budget. It demonstrates only the basic budget development process. [Evidence: IV.6, IV.7]

The following timetable for development of SCCCD’s budget demonstrates Board responsibility for fiscal integrity:

<b>Month</b>	<b>Meeting Type</b>	<b>Oversight Activity</b>
<b>February</b>	Regular Board Meeting	Budget Development Calendar Adopted  Budget Development Criteria and assumptions reviewed
<b>March</b>	Regular Board Meeting	Preliminary budget development information reviewed including: Revenue projections based upon anticipated State funded full-time equivalent students (FTES) Allocation of resources New staffing considerations
	Board Retreat	
<b>June</b>	Regular Board meeting	Tentative Budget presented for review and adoption
<b>September</b>	Regular Board Meeting	Final Budget presented for review and adoption

[Evidence: IV.23]

The Budget Transfer and Adjustment Report provides the board an opportunity to review, in summary, the changes in revenues and expenditures during the year for actions taken to accept various grants or special funding allocation received from local, state, or federal agencies. An example of these changes can be found in the Categorical Apportionment or Federal Revenues where grant funding is adjusted to correspond with new grants received from state or federal agencies or grant funding that might change during a budget. [Evidence: IV.24]

In compliance with BP 6200, the district has maintained a reserve level for the past two years of greater than 20 percent when adjusted for special activities of the Board. An example of special activity is to reserve lottery revenue in the year received for expenditures in the following fiscal year. Colleges and centers within the district expend lottery funds on items that enhance learning opportunities for students and use additional lottery funds for equipment and minor facility improvements. [Evidence: IV.5, IV.32, IV.33, IV.34, IV.35, IV.36, IV.37]

The Board receives updates/trainings on fiscal matters at its annual workshop held in March. For example, the Vice Chancellor, Finance and Administration provides presentations on GASB - 43/45 (Other Post-Employment Benefits) to the Board and provides budget updates. [Evidence: IV.38, IV.39]

Current updates on the status of the state and SCCCD budgets have been, and continue to be, regularly provided to the Board. Updates include information from the State Chancellor’s Office, Community College League of California, School Services of California, as well as analysis of

information by SCCCD staff and other sources. In 2011-2012, besides standard presentation updates given during regular and special board meetings, the Vice Chancellor, Finance and Administration held special Budget Study Sessions and Special Budget Workshop held on Feb. 11, 2011, Feb 21, 2012, March 28-29, 201, May 28, 2014, Aug. 21, 2014 pertaining to either the development or monitoring of the district budget. The presentations for fiscal years 2011-12, 2012-13, and 2013-14 discussed in this section can be found in Standard III.D. [Evidence: IV.5, IV.40, IV.41, IV.42, IV.43]

### **Self Evaluation**

CCCC meets this standard. Programs and support services that the Board has funded exhibit educational quality. The Board receives concerns and comments from all constituent groups to ensure that the district adequately supports all programs and services.

The Board of Trustees is responsible for ensuring the financial stability and integrity of the district. The Board makes decisions that are fiscally conservative to ensure that the district is fiscally stable and healthy even during difficult economic times.

The planning process for the development and monitoring of the State Center Community College District fiscal resources has been extensive as evidenced by the number of Board meetings and workshops focusing on the 2013-14 budget. In addition to updates and discussion at regular monthly Board meetings, the Board held additional meetings in February and March of 2014 in response to the state's fiscal budgets. The Board discussed the budget scenarios facing the district at their annual retreat held on March 28-29, 2014. [Evidence: IV.38]

As described in Standard III.D, the district conducts an annual independent audit and has received unqualified audit opinions and no findings representing reportable conditions, material weaknesses, or instances of noncompliance related to Federal and State funding for the past three years. The external audit provides a means to monitor the legality, compliance, and appropriateness of financial activities. [Evidence: IV.4, IV.35, IV.36, IV.37]

### **Actionable Improvement Plans**

None

### **IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

#### **Descriptive Summary**

The SCCCD has published its policies, regulations, and procedures through the Board Policies (BP) document. The Board has updated Board Policies 1000-7000, which are available via the district website, with any interested person being able to make hard copies if warranted (e.g., managers, Academic Senate, bargaining unit representatives and the public). BP 2010 defines the Board's size, with the Board's role (powers, purposes, and duties) outlined in BP 2012. BP 2210, 2220, 2260, and 2270 respectively describe the structure of the Board, officers, committees of the Board, Board representatives, and Board member authority. Chapter two of the Board Policies Manual outlines operating procedures. [Evidence: IV.164]

### **Self Evaluation**

CCCC meets this standard. The Board of Trustees has published its policies through Board Policies and Administrative Regulations as this Standard requires. The Board of Trustees follows these policies and regulations as part of its duties and responsibilities as mentioned above. The Board regularly reviews and updates Board Policies and Administrative Regulations as needed in collaboration with the academic senates, classified senates, governance councils, and the Chancellor's Cabinet. The Board posts all Board Policies and Administrative Regulations on the district's website ([www.scccd.edu](http://www.scccd.edu)) and hard copies are available in the college Presidents'/Campus President's and general counsel's offices.

### **Actionable Improvement Plans**

None

### **IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

#### **Descriptive Summary**

Evidence of the fact that the Board acts in a manner consistent with its policies includes minutes of the meetings, resolutions from Board meetings, and related materials that it posts online through the district's website. ([www.scccd.edu](http://www.scccd.edu)).

Board Policy 2405 specifically states that the Board shall regularly review and evaluate its policies. Each individual trustee is responsible to read, understand, and follow all Board Policies. The Chancellor shall enact regulations and procedures to assist the Board in fulfilling this responsibility. Administrative Regulation 2405 states that the administration shall assist the Board in its responsibility to read and understand Board Policies by providing a comprehensive program for study and review. This review shall include a comprehensive review of all Board Policies for new trustees as part of their orientation process, a regular review of key Board Policies at the Board's annual retreat, and other training programs as necessary [Evidence: IV.164]

### **Self Evaluation**

CCCC meets this standard. SCCC'D's general counsel is undergoing a review of Board Policies and Administrative Regulations to ensure the board acts in a manner consistent with policies and bylaws. Where the Vice Chancellor of Educational Services and Institutional Effectiveness finds discrepancies with Board Policies, the Board will review and revise policies and/or practices.

The district subscribes to the Community College League of California's (CCLC) Board Policy and Administrative Procedure Service, a service provided by the League in conjunction with the law firm of Liebert, Cassidy, and Whitmore. The service provides templates for policies and procedures that the State of California, the Board of Governors, or the U.S. Department of Education legally require or recommend, and the service also provides regular updates to keep policies current with the requirements of state and federal law. Board Policy and Administrative Regulation revision as recommended by the League and otherwise advised through consultation with the State Center Community College District Chancellor's Cabinet and representatives of the Classified Senates and Academic Senates is an ongoing process. In addition, BP 2405 states

that a comprehensive review of all Board Policies for new trustees is a part of the orientation process and that a regular review of key Board Policies will happen annually at the Board's annual retreat.

### **Actionable Improvement Plans**

None

**IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

### **Descriptive Summary**

Board Policy 2740 specifically addresses the issue of Board development and new member orientation: "The Board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education." [Evidence: IV.51, IV.52, IV.53, IV.54]

In regards to trustee orientation, the district held an orientation meeting prior to the November 2014 elections for the two candidates competing for trustee seats. The workshop included presentations by the Presidents and Campus President of each of the district's colleges and centers as well as an overview of the primary district office functions. [Evidence: IV.46, IV.55, IV.56]

Board development is also an ongoing priority for the trustees. SCCCD board members have a long history of ongoing participation in professional board development conferences and workshops on a state and national level. They are members of the Community College League of California state trustees association and the national Association of Community College Trustees, and have served in numerous state and national trustee boards and committees. One trustee attended a CCLC workshop for trustee chairs with the Chancellor and her assistant. Additional trustees attended the CCLC meeting November 20-22, 2014 in Rancho Mirage. The district provides copies of the CCLC Trustee Handbook to all Board members. The district provides all trustees with the CCLC's "Fiscal Responsibilities: A Resource for Governing Boards" for review and discussion. [Evidence: IV.23, IV.44, IV.45]

At the Board's regular monthly meetings, faculty, staff, administration, and student leaders give presentations highlighting specific programs and services along with reports from the Academic and Classified Senates from both colleges in the district and from CCCC. Updates by the Chancellor, College Presidents, and CCCC Campus President are also part of the agenda for the monthly meetings. [Evidence: IV.6, IV.23]

The Board also holds a retreat each year when they discuss specific issues and projects (e.g., annual goals, planning, budget, facilities, diversity, Accountability Report for Community Colleges (ARCC), Disaster Preparation Training, Participatory Governance Retreat in Spring 2013). [Evidence: IV.38, IV.39, IV.47, IV.48, IV.49, IV.50]

Board Policy 2100 articulates policies related to election of terms of office and district representation and the policy provides for the staggered terms of office. Voters in their respective district areas elect Board members. [Evidence: IV.164]

### **Self Evaluation**

CCCC meets this standard. The SCCCD Board has a comprehensive program of trustee orientation and Board development. Board Policy outlines the mechanism for providing continuity of Board membership and terms of office.

### **Actionable Improvement Plans**

None

## **IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

### **Descriptive Summary**

As regulated in BP 2745, SCCCD’s Board of Trustees conducts an annual self-evaluation. The Board appoints a committee to select a Board evaluation instrument each year. All Board members complete the evaluation instrument by July of each year. The Board discusses a summary of evaluations at a meeting scheduled for that purpose to identify accomplishments and set goals for the coming year. [Evidence: IV.164]

### **Self Evaluation**

CCCC meets this standard. Board members have typically completed annual Board of Trustees self-evaluations by July of each year using the same self-evaluation instrument. Summaries of the annual board self-evaluations are available upon request from the SCCCD Office of the Chancellor, but are not included in the evidence files due to their confidential nature. [Evidence: IV.57, IV.60]

The Board contracted with a consultant from Association of Community College Trustees to conduct a workshop on self-evaluation. On June 2, 2012, the Board held a special board session facilitated by a consultant from ACCT to review the self-evaluation worksheets and to set goals with the Chancellor for the coming year. On June 15, 2013, the Board held a Special Board Meeting for the Board Annual Self-Assessment. Due to the transition to an Interim Chancellor, the board delayed its next formal self-evaluation until June 2015. [Evidence: IV.58, IV.59]

### **Actionable Improvement Plans**

None

## **IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

### **Descriptive Summary**

Board Policy 2715, Code of Ethics/Standards of Practice, includes the code of ethics and defines the policy for dealing with behavior that violates its code. The opening paragraph of the policy articulates a “Board Ethics Statement”:



The Board maintains high standards of ethical conduct for its members. As members of the State Center Community College District Board of Trustees, working as a collective unit in conjunction with administration, staff, students, and the communities the Board serves, the Board will execute to the best of its abilities the duties and responsibilities vested in it by the California Education Code and entrusted to the Board by its constituency. [Evidence: IV.164]

In terms of specific actions that reflect the code of ethics for Board members, the Board Policy includes the following nine statements:

1. Board members will devote time, thought, and study to the duties and responsibilities of a community college trustee in order to be effective.
2. Board members recognize the fact that the strength and effectiveness of the board is as a total board, not as a collection of individuals.
3. Board members agree to work with fellow board members in a spirit of cooperation and compromise despite differences of opinion that may arise during debates on issues.
4. Board members agree to respect the office that we hold, remembering that as an individual, one has no legal authority outside the meetings of the State Center Community College District. Board members should never misuse the power inherent in their office. Board members will abide by state and federal anti-discrimination and harassment laws.
5. Board members pledge to avoid any situation that constitutes a conflict of interest. When a matter arises that could be a question of conflict of interest, Board members will notify the Chancellor and/or Board President before any official action is taken.
6. Board members will resist influencing votes or actions of other Board members or of any employee, through threat, promise of award, deception, exchange of vote, or by any other means than legitimate open discussion.
7. All official business by the board will be conducted in open public hearings except for those issues which are by law more appropriately dealt with in closed session.
8. Board members recognize that all discussion in closed session should not be released or discussed by individual board members outside the confines of the closed session. Any information disclosed from closed session will only be released with the approval of a Board majority vote.
9. The Board's function is to establish the policies of the district. The Board shall hold the Chancellor and his/her staff accountable for the administration of the educational program and the conduct of district business. Any complaints, criticisms, and comments received by individual board members regarding the district should be directed through appropriate channels as previously agreed upon by the Chancellor and Board.

Board Policy 2715 continues by describing a censure policy that the Board will initiate if a violation of the Code of Ethics/standards of practice occurs by a Board member. Recently the Board asked for an investigation of one of the trustees for possible misconduct. They followed the appropriate Board policy. At the time of this writing, the investigation is ongoing. [Evidence: IV.164]

### **Self Evaluation**

CCCC meets this standard. Board Policy 2715 contains explicit statements on ethics and a clear procedure regarding censure. The Board follows its statement of ethics and holds each of its members to this standard. [Evidence: IV.164]

### **Actionable Improvement Plans**

None

### **IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

#### **Descriptive Summary**

Board Policy 3200 and Administrative Regulation 3200 specifically outline the Chancellor's responsibility for ensuring the district's compliance with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges (ACCJC). Part of this Board Policy involves the Chancellor ensuring compliance with ACCJC standards and processes, keeping the Board informed of the status of accreditation, ensuring that the Board is involved in any accreditation process in which Board participation is required, and providing the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report. [Evidence: IV.165, IV.166]

Administrative Regulation 3200 outlines the process the Chancellor uses in order to be in accordance with ACCJC standards involving the comprehensive self evaluation every six years and visitation by an accreditation team, mandatory interim reports, the process for producing the comprehensive self evaluation document, review and approval of the self evaluation by the Board of Trustees prior to submission to the ACCJC. [Evidence: IV.165]

Through written and oral communication, the Campus President informs the governing board of the progress made by CCCC towards the goal of receiving initial accreditation status. The Campus President presented to the Board of Trustees at their annual retreat on March, 28-29, 2014 an overview of the process which will take place in moving CCCC to full college status, including a tentative timeline. On May 1, 2012 the Board received a review of the accreditation report, recommendations, and an update on the Center and district progress. On September 9, 2012 the Board had a first reading of the accreditation follow-up report. Finally on October 2, 2012 the Board accepted and approved the second reading of the accreditation follow-up report submitted to ACCJC. On March 5, 2013 the Board received a report on ACCJC's recommendations regarding the follow-up reports that had been submitted in October 2012. On September 17, 2013 the Board reviewed the Accreditation Follow-up Reports from Reedley College and Fresno City College related to both college and district recommendations. The district recommendations applied to CCCC as well even though the Center did not have to submit a report. ACCJC indicated the district recommendation had been fully met in a letter to Reedley College on February 7, 2014. [Evidence: IV.23]

The Board had an accreditation workshop on January 14, 2014 at which time the Chancellor presented the proposed new ACCJC standards to provide them an update on Accreditation Standards. The Board received the draft self-evaluation report and a presentation for Clovis

Community College at their December 9, 2014 meeting, and the final draft at the January 12, 2015 meeting. [Evidence: IV.23]

### **Self Evaluation**

CCCC meets this standard.

### **Actionable Improvement Plans**

None

**IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/ system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

### **Descriptive Summary**

#### Selection-Chancellor

The Board of Trustees is responsible for selecting and hiring a Chancellor, and Board Policy 2431 identifies criteria for the process: “In the case of a Chancellor vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations.” In the past, the Board of Trustees has utilized the services of the Association of Community Colleges Trustees (ACCT) organization to provide search services in coordination with BP 2431, BP 3420, BP 7100 and AR 7220. ACCT’s role was specifically to ensure the district’s commitment to conducting an open and equitable search process that conforms to the district’s policies and regulations as well as the legal requirements of the state.

The Board of Trustees is in the process of identifying a search process to replace the Interim Chancellor. These discussions are ongoing. [Evidence: IV.151, IV.154, IV.167, IV.168]

#### Evaluation-Chancellor

Board Policy 2435 outlines the process used in the evaluation of the Chancellor by stating: “The Board shall conduct an evaluation of the Chancellor at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Chancellor as well as this policy.” Furthermore, BP 2435 indicates that the evaluation process will be developed jointly per an agreement by the Board and Chancellor, with the criteria for evaluation based upon Board Policy, the Chancellor job description, and performance goals and objectives per Board Policy 2430.” On June 2, 2012 and June 15, 2013 the Board held special board sessions to set goals with the Chancellor for the coming year. [Evidence: IV.23]

#### Campus President Selection

The organizational structure for CCCC includes a Campus President who is equal to the college presidents in terms of duties and responsibilities. Since these positions are equal, the process to fill the vacancies is the same. Board Policy 7250 defines the position of “Educational Administrators,” with Administrative Regulation 7220 describing the recruitment and hiring

procedures for district/college administrators. Key components outlined in the Administrative Regulation include training in Equal Employment Opportunity guidelines and procedures, search procedures, applicant screening, selection and interview process, and notification of candidates. [Evidence: IV.154, IV.169]

Once the Chancellor approves the request to fill the Campus President vacancy, the district's Equal Employment Opportunity Officer and the Chancellor develop and review a job description outlining the duties and responsibilities. The search procedures usually involve a 45-day public announcement period, with the district's Human Resources Office handling the distribution of the announcement. The Chancellor develops the process for selecting the screening committee and membership, with the selection of the chairperson, instructions, training, and responsibility for confidentiality described in detail in the Administrative Regulation. The Chancellor will pre-screen the applicant pool and narrow the field to 20 applications to be forwarded to the screening committee. Once the district Human Resources Office certifies applicants, the screening committee screens the pool down to at least the top five qualified applicants, with the Chancellor having the right to add additional names to be invited for interviews. After the screening committee has interviewed the candidates, committee members will recommend three to five unranked candidates for the Chancellor to interview. The Chancellor forwards his or her recommendation to the Board of Trustees for consideration and approval. [Evidence: IV.6, IV.7, IV.61]

#### Campus President- Evaluation

Board Policy 7125 and Administrative Regulation 7125 govern the evaluation process for College Presidents and similar level administrators. The Chancellor evaluates members of the Chancellor's Cabinet based on an agreed upon schedule which is contained in the employment contract for those members of the Chancellor's Cabinet. The Chancellor shall evaluate and assess the employee's job performance at least once each year during the term of the employment agreement. Except as otherwise provided in the employment agreement, the evaluation shall be in accordance with district policy. The evaluation shall be in writing and be conducted and completed between January 1 and April 30 of each year. The Chancellor shall have the right to adjust the evaluation time period at his or her discretion. [Evidence: IV.170, IV.171]

Following the completion of each annual job performance evaluation and based thereon, the Chancellor shall recommend to the Board of Trustees whether to extend the term of the employment agreement for an additional one-year period or to decline extending the term one year.

#### **Self Evaluation**

CCCC meets this standard. Board Policy 2431 clearly defines the process in selecting the Chancellor in the case of a vacancy. Board Policy 2435 and 2430 respectively state how the Board will evaluate the Chancellor and how the Board and district delegate authority. [Evidence: IV.164]

As a multi-college district/system, SCCCD also has a clearly defined policy for selecting college presidents and a Campus President for CCCC. Board Policy and Administrative Regulations

specify the evaluation processes for the position of Campus President, as well as all other academic and classified management positions. [Evidence: IV.6, IV.7]

Historically, the Board of Trustees has evaluated the Chancellor each June in a closed session meetings as part of Special Board Meetings. As mentioned above, the Board of Trustees performed an evaluation of the Chancellor's annual goals as well as their self-evaluation of annual goals on Jan. 14, 2014. The Board held several special closed sessions starting in January 2014 through March 17, 2014 during both the regularly scheduled Board Meetings and special board meetings to discuss evaluation and contract of the Chancellor. As a result, effective March 18, 2014, the Board appointed an Interim Chancellor and the past Chancellor became Emeritus Chancellor and continued to work on transition issues. [Evidence: IV.6, IV.23, IV.57, IV.60, IV.172]

Board Policy 7125 and Administrative Regulation 7125 govern the evaluation process for a College President and similar level administrators. The Chancellor evaluates members of the Chancellor's Cabinet annually by using an evaluative procedure that focuses on the attainment of annually established goals. [Evidence: IV.62, IV.63, IV.170, IV.171]

### **Actionable Improvement Plans**

The Board of Trustees will follow Board Policy 2431 in hiring a permanent Chancellor for the district.

**IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### **Descriptive Summary**

The office of the Campus President at CCCC is directly involved and responsible for the quality of the institution including planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The Campus President serves on the following Center governance committees:

- Campus President's Cabinet (Chair), which addresses all matters dealing with the college center operations.
- Program Review/Student Learning Outcomes Committee, which validates each program's final written review and recommendations.
- Facilities and Safety Committee, which recommends, monitors, oversees, and implements the facilities plan and reviews safety issues.
- College Center Council (Co-Chair), which is the overall "umbrella" organization charged to oversee and implement the "Continuous Improvement Collaborative Decision-Making

Process” for the Center through evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

- Distance Education Technology Advisory Committee, which reviews and updates the Technology Plan and identifies technology needs for the campus.

The Campus President oversees all institutional services for CCCC including instructional areas, student services, and building/facilities. The Campus President works collaboratively with all constituency groups on the campus, with regular meetings scheduled with the Academic Senate President, who then relates pertinent information to the faculty at the Academic Senate meetings. In regards to communication, the Campus President publishes an electronic newsletter each month during the academic year that provides the readers with updates relative to current projects, events, facilities, goals, and other related items of interest. At the Duty Day events held at the beginning of each semester, the Campus President addresses all full-time faculty and classified staff with her “State-of-the-College” report providing updates and future planning issues relative to the continuous improvement process for the Center. Her address is also captured and placed on the Center’s website for the purpose of allowing classified staff and other interested persons who could not attend the meeting the opportunity to see and hear her report. [Evidence: IV.64, IV.65, IV.66, IV.67, IV.68, IV.69, IV.70, IV.71]

The Campus President serves as the representative to the Chancellor’s Cabinet and is responsible for articulating recommendations from the campus to the Chancellor in matters that affect campus operations with potential district impact. The Campus President is the principal advocate for the campus at the district level and with the Board of Trustees for financial requirements, policy, special project and the advancement of campus goals. In addition to the administration above, the Campus President works closely with the Director of Disabled Student Programs and Services, Financial Aid Manager, Director of Technology, and Institutional Researcher relative to the oversight of the campus operations through the Campus President’s Cabinet as well as informally through meetings and electronic and hard copy communications. [Evidence: IV.72, IV.73]

Though the Campus President is ultimately responsible for all operations and decisions for CCCC, the office delegates most of the day-to-day operational decision making to the administrator in charge of the areas of operation. The senior level administrative structure for the Center includes the Vice President of Instruction and Student Services, Vice President of Administrative Services, Dean of Instruction, and Dean of Student Services.

The Vice President of Instruction and Student Services, on behalf of the administration, chairs the Department Chairs meetings, Enrollment Management Committee, Staff Development Committee, and Student Success Committee. She also sits as a standing member of the following committees: College Center Council, Environmental Health and Safety, Facilities, Technology, Program Review/Student Learning Outcomes, Campus President’s Cabinet, District Vice President’s Advisory Committee, District Information Systems Committee, District Facilities Committee, District Educational Program and Planning Committee, District Enrollment Management Committee, and various district ad hoc committees as necessary.

The Vice President of Administrative Services represents the administration by chairing the Environmental Health and Safety Committee and co-chairing with the Campus President the College Center Council. She also sits on the following committees: Commencement, Enrollment Management, Facilities and Campus President's Cabinet. She serves on the District Budget Resource Allocation Advisory Committee and the District Vice Chancellor's Finance and Administration Committee. [Evidence: IV.13]

The Dean of Instruction is a standing member on the following committees: College Center Council, Department Chairs, Enrollment Management, Environmental Health and Safety, Honors Program, Staff Development, Student Success, Technology, Distance Education and Campus President's Cabinet. [Evidence: IV.13]

The Dean of Students chairs the Commencement Committee and Scholarship Committees and sits on the following committees: College Council, Department Chairs, Enrollment Management, Honors program, Spring Speakers Series, Student Success, Campus President's Cabinet, and Augmented Campus President's Cabinet. [Evidence: IV.13]

### **Self Evaluation**

CCCC meets this standard. The organizational structure of the campus has been effective in moving CCCC towards full college status. The Board of Trustees granted the Campus President full leadership authority over the CCCC campus by the BOT. That authority has allowed her to provide the necessary leadership in working with a variety of constituent groups (e.g., Campus President's Cabinet, College Center Council,), along with the Institutional Researcher in the establishment of annual goals, the 2013-17 Strategic Plan and related functional plans, and incorporating the participatory governance process into the culture of the institution through the steps of evaluation, integrative planning, resource allocation, implementation, re-evaluation, and improvement. Additional information regarding this process is included in Standard I.B.3. [Evidence: IV.13]

The Campus President delegates authority to the responsible administrators per their duties and responsibilities, and monitors their ability to perform their duties through a formal evaluation process. The Chancellor evaluates the Campus President annually using the progress made towards meeting the Campus President's goals as the fundamental criteria for the evaluation, along with general leadership characteristics. [Evidence: IV.74]

The Student Learning Outcomes Coordinator provides support for all collection and organization of student learning outcomes assessment of student learning in academic and student services programs. The coordinator supports efforts to implement student learning outcomes with faculty-based and student-based activities as well as collects and disseminates assessment data. This position chairs the student learning outcomes process and reports to the Vice President of Instruction and Student Services. [Evidence: IV.75]

The Program Review Coordinator works with the SLO Coordinator to provide support for the Program Review/Student Learning Outcomes Committee. The PR Coordinator assists programs in the completion of their Program Review reports, co-chairs the Student Learning Outcomes/Program Review Committee, forwards Program Review summary reports and

recommendations to the College Center Council, works with the committee to make improvements to the program review process and works in conjunction with the Student Learning Outcomes Coordinator to outcomes and assessment matters. This position reports to the Vice President of Instruction and Student Services. [Evidence: IV.76]

### **Actionable Improvement Plans**

None

### **IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:**

- **Establishing a collegial process that sets values, goals, and priorities;**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

### **Descriptive Summary:**

As mentioned earlier, the Campus President, as the institutional leader, has worked very closely with the College Center Council in the development and implementation of the “Continuous Improvement Collaborative Decision-Making Process,” based upon the mission and vision of the organization, which includes continuous dialogue and communication, and a five-step process to establish goals and priorities, including 1) Evaluation, 2) Integrated Planning, 3) Resource Allocation, 4) Implementation, and 5) Reevaluation and Improvement. Standard I.B.2 describes this process in detail. As the Co-Chair of the College Center Council, along with the Vice President of Administrative Services, the Campus President is responsible for carrying out the action items addressed by the College Center Council, which include planning oversight (e.g., Strategic Plan, functional plans), Program Review, budget and resource allocation, establishment of annual goals, and assessment and evaluation of overall institutional planning and implementation efforts described above. [Evidence: IV.13]

To ensure that faculty, staff, and administrators make campus decisions as a result of qualitative and quantitative data (step one above), CCCC shares an Institutional Researcher with Reedley College (50 percent) and CCCC (50 percent). CCCC is in the process of hiring a full-time Institutional Researcher. The current Institutional Researcher spends two days per week at Clovis and will continue to be shared with Reedley College until the Center hires a full-time Institutional Researcher. Faculty, staff, and administration make all decisions as a result of qualitative and quantitative data, so there is a concerted effort to make data widely available through the Institutional Research website and through the frequent distribution of demographic and survey data. The Institutional Researcher supports all faculty and staff in terms of data collection and analysis. The Institutional Researcher sits on the College Center Council as well as the Program Review/Student Learning Outcomes Committee, which is responsible for validating the Program Reviews’ recommendations and forwarding them to the College Center Council. The Institutional Researcher reports to the Vice President of Instruction and Student



Services. The Center has developed a process that allows faculty and staff to make special requests for data collection and analysis. [Evidence: IV.20, IV.21]

In terms of communication of the values, goals, and priorities for the college, the Campus President participates in district level committees on which she represents CCCC (e.g., Chancellor's Cabinet, educational planning and coordinating, strategic planning) along with speaking at the Board of Trustees meetings to keep the Board members up-to-date on campus issues. Each August, CCCC holds the Board of Trustees meeting, which gives the Board and community members the opportunity to see new programs and facility developments. At the site level, as mentioned earlier, the Campus President chairs the Campus President's Cabinet meetings, and co-chairs the College Center Council along with sitting on additional campus committees. She also presents a "State of the Centers" report at the Duty Day events held each semester, holds regular meetings with the President of the Academic Senate, and publishes a monthly newsletter that describes present and future projects and planning efforts. [Evidence: IV.15, IV.77, IV.78]

### **Self Evaluation**

CCCC meets this standard. As described above and in Standard I, CCCC has implemented the integrated planning model based upon the "Continuous Improvement Collaborative Decision-Making Process" in the establishment of the Educational Master Plan, annual goals, Strategic Plan and functional plans (e.g., Technology Plan, Enrollment Management Plan, Student Success/Basic Skills Plan and Student Equity Plan), allocation of resources, and strategies for improvement. As the Co-Chair of the College Center Council, the Campus President provides the leadership in guiding continuous institutional improvement of the teaching and learning environment and establishing a culture of improvement. The Campus President is also in charge of facilitating the annual mission statement review by the College Center Council.

Specific to ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes, the Campus President and Vice President of Administrative Services (co-chairs of the College Center Council) coordinate the process by which the College Center Council considers Action Plan Funding Requests when prioritizing resources generated from lottery funds each year. [Evidence: IV.13, IV.19]

In terms of program review, the Campus President sits on the Program Review/Student Learning Outcomes Committee that assists programs in the completion of their program reports, determines the degree of substantiation of goals, coordinates the Program Review recommendations with the College Council, and reviews and makes recommendations relative to the program review process and handbook. [Evidence: IV.20, IV.21]

The Campus President is also involved in providing leadership to the deans and Vice President of Instruction and Student Services, along with the Program Review Coordinator, Student Learning Outcomes Coordinator, and Academic and Classified Senate Presidents in the development of student, program, and general education learning outcomes as described in Standard II.A.

As described in the “Continuous Improvement Collaborative Decision-Making Process,” the first step of the process is evaluation, grounded in the research and analysis of data reflecting both internal and external conditions. The Institutional Researcher has access to the Campus President when working with the administration, faculty, and staff relative to the generation and analysis of data needed for Program Review reports, plans, and reporting requirements per state and federal requirements. [Evidence: IV.79]

The Vice President of Instruction and Student Services chairs Department Chair meetings, with the Campus President attending the bi-monthly meetings whenever possible. The group serves as the link between the administration and faculty in regards to providing support, managing campus issues, scheduling, faculty hiring priorities, and student learning outcomes and program review support. [Evidence: IV.80]

The Campus President, Vice President of Instruction and Student Services, Dean of Instruction, Dean of Students, Director of Technology, Secretary to the President, Vice President of Administrative Services, Herndon Campus Director, and Director of Student Success, Equity and Outreach comprise the Campus President’s Cabinet, which meets weekly under the direction of the Campus President. [Evidence: IV.72, IV.73]

The Campus President also serves on the Facility and Safety Committee, charged with oversight of the Facilities Master Plan and strategic planning goals relating to facilities as well as providing recommendations to the College Council. [Evidence: IV.13]

### **Actionable Improvement Plans**

None

### **IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

#### **Descriptive Summary**

The Campus President is responsible for overseeing the implementation of statutes, regulations, and governing board policies to ensure that practices of Clovis Community College Center are consistent with its mission and policies. As stated in Board Policy, “Educational administrators are those who exercise direct responsibility for supervising the operation of, or formulating policy regarding the instructional or student services programs of the District.” [Evidence: IV.6]

In order to provide direction consistent with the Board Policy and the mission of the Center, the Campus President relies upon the Strategic Plan, which is an outgrowth of evaluation used for planning, decision-making, and resource allocation. CCCC’s Strategic Plan goals are congruent with those of the district’s Strategic Plan, with the objectives and activities specific to the campus goals. [Evidence: IV.31, IV.81, IV.82]

The Center’s governance process, including committees responsible for implementing the goals, staff meetings, newsletter reports, open forums, Duty Day updates, etc., monitors the progress made towards the institutional goals. The College Center Council performs the overall

assessment of the goals based upon the previous baseline data, along with the identification of future goals and activities leading to institutional improvement. The Center posts the completed Strategic Plan outlining the accomplishments made on the goals to the Center's website for all constituents to review.

### **Self Evaluation**

CCCC meets this standard. The Campus President assures that the college adheres to the statutes, regulations, and governing Board Policies through constant communication with Center faculty, staff, students, and administration. When changes to Board Policies or Administrative Regulations occur, the Campus President disseminates this information to all appropriate staff. Examples of communication strategies implemented by the Campus President include regular meetings with administrators, faculty department chairs, Academic and Classified Senate Presidents, College Council members, student government leaders, open forums, and weekly Chancellor's Cabinet meetings.

The district has acquired the services of the Community College League of California Policy and Planning Service to assist in the alignment of the current Board Policies and Administrative Regulations with legal standards. When Board Policies need revision, the Chancellor works with the appropriate staff (e.g., Academic Senate, legal counsel, Human Resources, college and district administration) in the development of a new policy for review and acceptance by the Board of Trustees. In the case of Administrative Regulations, the district administration works with the appropriate constituent groups in the development of proposed modifications which the Chancellor's Cabinet approves. For example, AR 7120, "Procedures for Recruitment and Employment of College Faculty" states that a joint committee of the administration and Academic Senate review the procedures every five years. As a result, the Administrative Regulation is currently under review utilizing a committee consisting of the Associate Campus President of Human Resources, legal counsel, Academic Senate Presidents from the colleges, Academic Senate President of CCCC, and Vice Presidents of Instruction from the colleges and centers. [Evidence: IV.7]

As described in Standard III.A., the Campus President works with the Office of Human Resources and other departments to offer training programs to ensure that the Center staff are up-to-date on new policy developments such as Sexual Harassment Training, performance reviews, and employee evaluations and discipline management.

### **Actionable Improvement Plans**

None

### **IV.B.2.d. The president effectively controls budget and expenditures.**

#### **Descriptive Summary**

The Campus President of the CCCC is responsible for the control of the budget and is accountable for the allocation of the fiscal resources that best reflect the mission and goals of the institution. The Campus President has delegated authority to the Vice President of Administrative Services, Vice President of Instruction and Student Services, and deans in terms of monitoring the operational and categorical budgets; she meets with them regularly to ensure

that the funds are being spent in a timely and appropriate manner. In terms of being accountable for the budget, the 2014-15 Strategic Plan includes a Fiscal Oversight Goal 7 which indicates that CCCC is committed to optimizing its resources while maintaining its fiscal integrity. The budget allocation process for the campus also incorporates resource allocation into the assessment and planning process and manages the CCCC budget in a responsible and timely manner. [Evidence: IV.81, IV.82]

As mentioned earlier, the oversight committee for the development of the discretionary budget is the College Center Council. As the Co-Chairs of the College Center Council, the Campus President and Vice President of Administrative Services annually review with the council the budget development calendar, district budget assumptions, and major categorical and non-categorical budget areas. In terms of discretionary operational expenditures, the College Center Council, through the use of Action Plan Funding Requests, allocates funds each year based upon planning goals and objectives and Program Review recommendations. [Evidence: IV.13, IV.83]

### **Self Evaluation**

CCCC meets this standard. The Center has maintained fiscal stability through the state budget crisis and is now experiencing unprecedented growth in student enrollment. This planned growth meets the growing needs of the community served by the Clovis Community College Center campus. CCCC experienced 12.2 percent growth in FTEs for the Fall 2014 semester. This increased student enrollment brings new resources to the campus to fund additional classes and positions.

The Campus President effectively managed the budget reduction in the 2010-2011, 2011-12, and 2012-2013 fiscal years through communication with the department chairs and administration, along with campus-wide forums at the annual Duty Day events. The district allowed the campus to grow in 2013-14 and 2014-15. [Evidence: IV.19, IV.84, IV.85, IV.86, IV.87, IV.88]

As discussed in Standard III.D., the district contracts an independent audit firm to annually perform an audit of the colleges, centers, and district finances. Their reports routinely find few or no audit exceptions to the accepted standards of sound fiscal management. The auditor reviews the findings with the Board of Trustees annually. [Evidence: IV.23, IV.89, IV.90, IV.91]

In terms of validation of the Campus President's ability to manage the budget, 96.6 percent of the respondents strongly agreed or agreed to the statement in the accreditation survey conducted in 2013 that "The College Center Campus President provides effective leadership in fiscal planning and budget development." [Evidence: IV.22 q. 70]

### **Actionable Improvement Plans**

None

**IV.B.2.e. The president works and communicates effectively with the communities served by the institution.**

## **Descriptive Summary**

One of the major responsibilities of the CCCC Campus President is the outreach and community involvement in the communities served by CCCC, primarily Fresno county. Groups and individuals served within these communities include private and public colleges, community-based organizations, service clubs, K-12 districts and schools, employers, and voters. With the opening of the Academic Center Two facility in Fall 2010, the additional space has allowed for an increased effort in bringing more community-based organizations and local school district personnel onto the campus. An example of this includes hosting the Chamber of Commerce Youth in Entrepreneurship Program as well which meets on campus each month from November through May.

The Campus President also connects with the communities served by the Center through the Public Information Office. Fresno City College's Public Information Officer is assigned 20 percent to CCCC and reports directly to the Campus President. The PIO's duties include media releases, writing of newspaper articles, development of internal and external marketing materials, event planning, and distribution of applicable public information materials. [Evidence: IV.92]

## **Self Evaluation**

CCCC meets this standard. The Campus President has been actively involved in the community through ties to the local high schools, serving on the advisory committee for Career Technical Program development and articulation with Clovis Unified School District. She also served on the City of Clovis Economic Development Strategic Planning Committee, Clovis Chamber of Commerce Board of Directors, St. Agnes Medical Center Board, California Health Science University Board, and California State University EAP Advisory Committee. She attends local community events, regional program advisory committee meetings, and Clovis North High School/Clovis Community College consultation committee meetings. She also attends planning meetings and events relative to future economic development efforts through the Regional Jobs Initiative, Economic Development Corporation, City of Clovis, City of Fresno, and County of Fresno. [Evidence: IV.93, IV.94, IV.95]

## **Actionable Improvement Plans**

None

**IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.<sup>6</sup>**

**IV.B.3.a. The district/system clearly delineates and communicates the- operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

## **Descriptive Summary**

SCCCD Board Policy outlines the various lines of responsibility between the district and its colleges and centers. In particular, Human Resources Board Policies 7210-7260 define the roles of the academic employees, classified employees, confidential employees, educational administrators, and classified administrators, supervisors, and managers. The Chancellor's authority and role in administering the district is described in Board Policy 2430 and 6100: "The board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action." [Evidence: IV.6]

In terms of clearly delineating and communicating the operational responsibilities and functions of the district from those of the colleges and centers, the district has created a map defining the roles of authority and responsibilities of the district, its colleges and centers, and governing board within the SCCC system (see introduction). [Evidence: IV.96]

## **Self Evaluation**

CCCC meets this standard. Board Policies clearly delineate operational and functional responsibilities; BP 2430 Delegation of Authority to the Chancellor, BP 6100 Delegation of Authority (Business Affairs and Accounting), and through a series of Human Resource BPs (7120-7160) which specify the responsibilities of classified, confidential, and educational employees, administrators, supervisors, and managers. The district has mapped the lines of responsibility and worked with the colleges' and centers' leaders to review and revise the mapping document. [Evidence: IV.6]

In addressing the need for additional communication in terms of the district office's functions, the district has developed and implemented a new one-day new employee orientation workshop in September, 2011, 2012, 2013 and 2014. Examples of major components covered in these orientation sessions include SCCC overview, district and campus organizational charts, human resources, personnel commission, collective bargaining agreements, information technology, accounting, payroll, purchasing, environmental health and safety, emergency preparedness, benefits, worker's compensation, and professional development. [Evidence: IV.97, IV.98]

Additionally, the district contracted for the services of the College Brain Trust consulting firm to perform an evaluation of the district organizational structure and effectiveness of various operational responsibilities as they are currently executed. The Board of Trustees received the report and recommendations of this group at their March 2011 meeting. As a result, the Chancellor had emergency call stations installed in parking lots and buildings, the position of the Associate Vice Chancellor of Human Resources upgraded to a Vice Chancellor of Human Resources, and the Dean of Admission and Records position revised to Assistant to the Chancellor and the position is now responsible for coordinating District Information Technology. [Evidence: IV.97]

The Chancellor contracted Campus Works to do an assessment of the technology in the district. Campus Works is a company that specializes in reviewing technology and the accompanying business processes that an institution uses to implement technological solutions. Campus Works

made several recommendations related to the use of technology in the district. The district Information Systems staff are working on these recommendations. [Evidence: IV.110, IV.111]

### **Actionable Improvement Plans**

None

### **IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.**

#### **Descriptive Summary**

As shown in the functional map, SCCCD provides services that effectively support the operations of its colleges and centers relative to their mission and functions. Furthermore, the district's Strategic Plan themes and goals are congruent with those of the colleges and centers, validating the supporting role that the district plays relative to the college and center goals. [Evidence: IV.31, IV.96, IV.99, IV.100]

There is centralization of some services with the district in order to increase the effectiveness of the services to the colleges and centers, including the following: payroll, human resources, facility maintenance, grounds, purchasing, admission and records (also departments at the colleges), information systems (Directors of Technology at the college and centers), bookstore services, business services (shared between colleges and district), police, and transportation. There is also a district Grants Director who works with the colleges and centers in grant development, as well an Office of Institutional Research that works with the campus Institutional Researcher to provide some district data and to help analyze the data used for institutional improvement. The district Office Educational Services and Institutional Effectiveness provides guidance and leadership to the colleges and centers relative to planning, career technical partnerships, technology, technology preparation, and study abroad opportunities.

In terms of dialogue, communications, and oversight of the district support services, the Chancellor's Cabinet meets weekly to discuss items of interest, challenges, and opportunities for the district to support its colleges and centers. The district solicits agenda items from the campus and district senior level leaders, along with items for discussion with the Board of Trustees at their monthly meetings. Other district level committees that function as an oversight and assessment group include the Chancellor's Communications Council, District Business Managers Committee, District Strategic Planning Committee, Educational Coordination and Planning Committee, Technology Coordinating Council, Information Systems Priority Committee, and Vice President's Council, to name a few.

The groups above communicate information from their work through a variety of reports at the monthly Board of Trustees meetings from the Presidents/Campus President, Academic Senate, and Classified Senate. In conclusion, the district level support for the colleges and centers is very effective with the goal of continuously improving the services to the colleges and centers. [Evidence: IV.31, IV.97]

### **Self Evaluation**

CCCC meets this standard. Centralized support services for such areas as grounds and facilities maintenance, utilities, purchasing, human resources, and admissions and records with a common database (Datatel) increases operational efficiency by allowing each college and center to work on its daily operations. The district office provided a process to develop and update a District Strategic Plan in concert with the effort of each college and center to develop Strategic Plans in alignment. [Evidence: IV.31]

### **Actionable Improvement Plans**

None

### **IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

#### **Descriptive Summary**

The district has provided budgetary support for the Center which supports its mission and operations through district general funds (categorical and non-categorical), annual statewide lottery allocations, grants, and SCCCD Foundation mini-grants. In spite of the current recession and limited budget, the district has committed to maintaining the highest level of support for CCCC's instructional and student support services. Personnel support from the district to the Center is also evident through payroll, grants oversight, purchasing, insurance, etc. As mentioned in Standard III.D, the district currently has an adequate reserve (in excess of the five percent required of California community college districts) to maintain a high level of support for CCCC in spite of limited increases in funding from the state in the past few years. Due to this reserve, the district has been able to keep as a top priority 100 percent employment of all employees funded through non-categorical funds, along with funding contractual step and column salary increases, longevity, and advancement. The 2014-15 budget provided for a 2.75 percent increase with an additional allocation of approximately \$800,000 to CCCC to support the unprecedented growth it is experiencing. This includes a 12 percent growth for the Fall 2014 semester and a projected 20 percent growth for the Spring 2015 semester. [Evidence: IV.84, IV.85, IV.86, IV.87]

In terms of the distribution of resources, the present allocation of resources from the district is sufficient to support the current level of financial commitments at CCCC. However, CCCC needs additional funding to support human resources, instructional support, and student support with the Center moving to full college status. The district-supported Staffing Plan (see Standard III.A) identifies the required positions and financial commitment needed to support CCCC when ACCJC grants initial accreditation status. The district has provided \$1.3 million from the reserve to hire five new faculty positions and five classified positions. The district will continue this funding until CCCC receives additional college funding from the California Community Chancellor's Office upon receiving initial accreditation from ACCJC. At that time, CCCC will receive approximately \$2.3 million of which \$1 million will then be considered additional funding to add more faculty and staff. [Evidence: IV.101]

As mentioned earlier in section B.1.b, the Chancellor has initiated the establishment of a District Resource Allocation Model (DRAM) Taskforce with the goal of developing and recommending



the elements of a comprehensive resource allocation model for the district to include fiscal, human, physical, and technology resources. The Chancellor’s Memo to the DRAM Taskforce specifically addresses the funding allocation for the Clovis Community College Center by stating: “The work should include an investigation of models in other multi-college districts, incorporate elements of the SB 361 funding model as applicable, and incorporate our future plans for achieving candidacy and initial accreditation for CCCC. CCCC must be addressed in its current status, as well as, how the model will address resource allocations when CCCC becomes a college. It will be important as the work plan is developed that there are both short-term and long-term objectives to be achieved with established timelines by which they will be completed.” The Interim Chancellor modified the initial DRAM to allocate the same base funding to each campus but to allocate all additional funds based on growth. These additional growth funds will then become part of the base for the college or center in the next fiscal year. [Evidence: IV.28, IV.29, IV.87]

### **Self Evaluation**

CCCC meets this standard. As CCCC continues to grow and receives initial accreditation status as Clovis Community College, the district will continue to address fair and equitable distribution and allocation of resources as the District Resource Allocation Model is reviewed annually and adjusted accordingly. The district will use CCCC’s Educational Master Plan, Strategic Plan, Staffing Plan, and Program Reviews to validate and justify future allocation of funding from the district to the college or center.

In May 2011, the District Office formed a taskforce to address the allocation of resources relative to the budget development for the district, colleges, and centers. The immediate goal of the taskforce was to establish the operational procedures, guidelines, and future meeting schedule. The taskforce presented a resource allocation model that the district constituency groups, the Chancellor, and the Board of Trustees approved for implementation. The DRAM will become the basis for resource allocation, and the district will use it for the support of the new Clovis Community College operations as cited in Standard III.A.6. [Evidence: IV.87]

### **Actionable Improvement Plans**

None.

### **IV.B.3.d. The district/system effectively controls its expenditures.**

#### **Descriptive Summary**

As described in detail in section Standard III.D, the financial management of the district has appropriate control mechanisms that effectively control its expenditures. Examples of control mechanisms in place include a financial accounting system that provides budgetary control and accountability, accounting department that ensures appropriate accounting treatment of all transactions before it disburses funds, a position control system, a procedure for authorizing purchases and expenditures, a purchasing department, and Board of Trustees’ oversight.

Also, the Fresno County Office of Education performs a financial oversight function, including random tests of warrants issued by all institutions in the county. The district uses the requisitioning and purchase order process in order to monitor and evaluate all proposed

expenditures. The Vice Chancellor of Finance and Administration and the Board of Trustees must approve major contracts between the district and proposed vendors. Finally, an independent auditor audits the district's financial statements each year in accordance with U.S. Generally Accepted Auditing Standards and OMB Circular A-133. The independent auditor presents audit findings directly to the Board of Trustees in an open, advertised public session.

### **Self Evaluation**

CCCC meets this standard. The district's reserve of the general fund budget at 26.2 percent for the 2013-14 year validates that the district maintains fiscal prudence. The ending balance for CCCC unrestricted allocation for 2012-2014 has averaged 2.76 percent.

The financial management system (Ellucian), utilized by the district since 1998, and recently updated to a SQL database format, allows for real time budget information. Budget managers are able to access accurate information that allows for budgetary control and accountability.

In addition, collaboration with the district finance department for accounting, human resource position control, purchasing and expenditures, contract, and grant oversight ensures adherence to district policies, procedures and the financial integrity of the institution.

Financial information is readily available and provided on a regular basis as follows:

- All budget managers, assistants, deans, vice presidents, Campus President, and office staff have real time online access to college budgets and year-to-date account balances, etc.
- The Vice President of Instruction and Student Services and deans meet monthly with the Vice President of Administrative Services and Business Services Account Technician II to review budget account balances and discuss budget concerns or issues.
- The Vice President of Administrative Services provides financial status and budget update dialogue and information at the bi-monthly College Center Council meeting and weekly at the Campus President's Cabinet meeting.
- The Vice President of Administrative Services and Campus President, via e-mail, regularly update College Center Council members, administrators, and managers on Center as well as state budget and financial issues as they unfold and information becomes available.
- The Vice President of Administrative Services and Accounting Technician II maintain open access practices and are readily available via e-mail, telephone, or in person to provide information, answer questions, or provide assistance or clarification of budget related issues.

[Evidence: IV.19, IV.173]

### **Actionable Improvement Plans**

None

**IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

## **Descriptive Summary**

The district hires the Campus President, and through Board Policy 2430, allows the Chancellor to delegate powers and duties associated with the administration of colleges and centers to the Campus President. Per Board Policy 7250, the Campus President is the senior level educational administrator who exercises direct responsibility for supervising the operation of, or formulating policy regarding the instructional or student services programs of the district. [Evidence: IV.6]

1. The Campus President of CCCC is responsible for the development and evaluation of CCCC's goals and objectives:
2. Develops and utilizes a process by which the resources of the CCC are allocated to optimize the achievement of the CCC's goals and objectives.
3. Schedules and conducts meetings of the CCC staff as needed to promote achievement of the CCC's goals and objectives.
4. Leads institutional planning efforts utilizing the "Continuous Improvement-Collaborative Decision-Making Process" to ensure that resources are directed toward student learning.
5. Recommends, with the assistance of the CCC's staff, improvements in the CCC's programs and services.
6. Recommends an annual CCC budget and supervises administration of the CCC financial affairs.
7. Keeps the Chancellor informed of the CCC's programs and services as well as the needs and accomplishments of the CCC.
8. Provides for the development of the CCC's public relations, community services, and student recruitment programs.
9. Promotes articulation between the CCC and other schools and colleges in the area.
10. Works cooperatively with Reedley College in the areas of accreditation, program review, curriculum, student services, Academic and Classified Senates.
11. Approves and recommends to the Chancellor all employment position requests.
12. Approves all job assignments, duties, and responsibilities of academic and classified personnel.

[Evidence: IV.61]

## **Self Evaluation**

CCCC meets this standard. The Board Policies (BP 2430 and BP 7250) specify the delegated responsibilities of the Center's Campus President. Nearly 94 percent of the respondents on the accreditation survey indicated they strongly agree or agree that "The College Center Campus President provides effective leadership in selecting and developing personnel." Over 96 percent of the respondents strongly agreed or agreed with the statement "The College Center Campus President provides effective leadership in fiscal planning and budget development." [Evidence: IV.6; IV.22 q. 69, 70]

## **Actionable Improvement Plans**

None

**IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

**Descriptive Summary**

As described in the mapping of district and college and center functions, the district plays a major role in acting as the liaison between the Center and the Board of Trustees. Planning, development, and implementation of policies; allocation of resources; and management of the district, college, and center operations occurs through constant communication and dialogue utilizing district level committees. The Chancellor's Cabinet meets weekly and includes all senior level administration; Chancellor's Communication Council meets monthly and includes the Chancellor, College Presidents, CCCC Campus President, Academic Senate Presidents, Classified Senate Presidents, student government representatives, and bargaining unit leaders (certificated and classified).

The Educational Coordinating and Planning Committee (ECPC) reviews curricula prior to submittal to the Chancellor and Board of Trustees and includes representatives from senior level administration and the Academic Senates of the colleges and centers. Other district level committees which serve to ensure effective communication and exchange of information include the Information Systems Priority Committee, Technology Coordinating Committee, Vice President's Council, and Business Manager's Council. These groups, involving constituents from the colleges, centers, and district, provide the mechanism to exchange information and conduct dialogue at the district level, and expect representatives to return to the campus for discussion and feedback, and to return to the district level committee or group with direction from the college or center community. [Evidence: IV.13, IV.30]

As mentioned earlier, the Campus President is staff to the Board of Trustees and sits at the Board of Trustees meetings to provide written and oral report to the board each month, in addition to special presentations requested by the Chancellor or Board members.

Board of Trustees holds monthly meetings at each of the college and center sites on an annual basis with the majority of the meetings held at the District Office. When the Board of Trustees meets at a particular college or center, the agenda includes special presentations to the Board to highlight programs, completion of buildings, or other aspects of that college or center. Each August the Board of Trustees meets at Clovis Community College Center. [Evidence: IV.23]

**Self Evaluation**

CCCC meets this standard. The Chancellor's Cabinet, Communications Council, and the district's standing or ad hoc committees funnel information to the Chancellor which the Chancellor provides to the Board of Trustees either through written materials given to the Board in preparation for meetings or as verbal reports given at the meeting. The Chancellor delegates reporting responsibilities to other district administrators who then provide either written or verbal reports to the Board of Trustees. The Chancellor channels requests for information from Board members to the appropriate administrator who then prepares a report for the Board of Trustees. The Chancellor implements decisions made by the Board of Trustees. The district's website

contains the agendas and minutes of Board meetings, with special electronic announcements made through the district's e-mail system to all internal stakeholders. [Evidence: IV.23, IV.102]

The Communications Council is under revision to more become the primary shared governance committee at the district level. The district's Shared Governance Committee will formalize the responsibilities and activities through the development of an operating agreement. One of the primary responsibilities of the district's Shared Governance Committee will continue to be the duty of reviewing and updating administrative regulations. [Evidence: IV.102]

### **Actionable Improvement Plans**

None

**IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

### **Descriptive Summary**

The evaluation of the district's role in assuring the integrity and effectiveness in assisting the colleges and centers in meeting their educational goals is primarily through the planning and assessment process associated with the district's Strategic Plan and those of the colleges and centers. The district's Strategic Plan is in alignment with the California Community Colleges System Strategic Plan and includes seven major strategic themes as the basis for the Clovis Strategic Plan objectives.

The district updated the SCCC 2012-2016 Strategic Plan in Spring 2011 along with specific plans relative to future district-wide planning efforts, including a district-wide planning structure and planning calendar, proposed framework of accountability, and assessment of district goals and objectives. The district established a District Planning Council for oversight of planning and integration of the district strategic plan with those of the colleges and centers. This workgroup implemented surveys to decide how best to proceed with an update to the district strategic plan. Part of the external scan process includes the convening of a charrette to which members of the community—including the college, district, and area residents—were invited to participate. The district vetted results from the charrette through the District Planning Council which resulted in the development of the 2012-16 District Strategic Plan. The Board adopted this District Strategic Plan and implemented it. CCCC then developed a Strategic Plan for 2013-17 that aligned with the District Strategic Plan.

The Chancellor has charged the Vice Chancellor of Educational Services and Institutional Effectiveness with coordinating and assessing progress towards the goals for the district as chair of the District Strategic Planning Council. [Evidence: IV.31, IV.103, IV.104]

The district posts its Strategic Plan to the SCCC website. In addition, the internal and external scans allow for open communication between the colleges, centers, and the community in order to ensure broad-based input into the review and improvement process.

The district will continuously monitor its processes and modify its objectives so that they reflect the needs of its colleges and centers. The College Center Council assesses the CCCC Strategic Plan annually and the plan reflects the themes of the SCCC CD plan. [Evidence: IV.31, IV.81, IV.82, IV.103]

Another example of the district's evaluation of its effectiveness is the continuous review of the Board Policies and Administrative Regulations, with modifications made when needed utilizing the process outlined in the board policies and administrative regulations. The Board Policies and Administration Regulations are available on the district's website.

The State Center Community College District developed a new functional map to describe the role delineation between the district office and campuses. The district developed this document with input from the accreditation liaison officers at each campus and disseminated it to all constituency groups at each campus for input and comments. The discussions about the functional map included both how the district currently delineates roles as well as recommendations for changes in role definition to improve effectiveness. After the district completed the first draft of the functional map, it presented it to a broader group of stakeholders from across the district for further review and revision. Finally, the Chancellor's Cabinet reviewed the functional map, made recommendations, and adopted it.

District leadership and administration continue to utilize the functional map as a tool to evaluate the role delineation between the district and its colleges and centers. The Vice Chancellor of Educational Services and Institutional Effectiveness takes a lead role in evaluating the roles and functions through the strategic planning process and the shared governance committee (Communications Council). Campus and district-wide shared governance groups vet proposed changes to specific roles, and the Vice Chancellor of Educational Services and Institutional Effectiveness implements them as appropriate.

The district office has a schedule for administrative Program Review. Each unit in the district office completes an Administrative Services Unit Review, the ASUR process, to define effective operations and recommend improvements. [Evidence: IV.174]

### **Self Evaluation**

CCCC meets this standard. As mentioned above, the district, working with constituent groups from its colleges and centers, updated the 2008 Strategic Plan in Spring 2011. CCCC followed suit and updated the Center's Strategic Plan to align with the new District Strategic Plan. The College Center Council adopted the CCCC Strategic Plan 2013-2017, and then the Board of Trustees approved it. The College Center Council reviews the Strategic Plan annually and ensures it remains in alignment with the District Strategic Plan. The entire CCCC community reviews the Strategic Plan at Duty Day to identify all the progress that has been achieved in the past year and updates goals to be achieved in the current year. [Evidence: IV.81, IV.82, IV.105]

The district has utilized a functional map to evaluate the roles between the district and its colleges and centers. A consulting firm conducted an evaluation of the district's role delineation and decision-making structures and processes; the district is considering implementing the

recommendations for improvement. In terms of district-wide shared governance processes, district-wide committees and the Communications Council are responsible for providing the participatory governance structures necessary to insure wide participation in planning.

The district reviews the Board Policies and the Administrative Regulations when needed and annually at the Board Retreat with the Board of Trustees. Any constituency group may propose a change to an Administrative Regulation through the Communications Council. [Evidence: IV.96, IV.106]

### **Actionable Improvement Plans**

None

### **Evidence List**

<b>Document #</b>	<b>Document Title</b>
IV.1	SCCCD Organizational Chart 2014
IV.2	Scorecard Guidelines for Interaction with the Board of Trustees
IV.3	Vice Chancellor's Open Forum Agenda 10-10-11
IV.4	AR 6400 Audits
IV.5	Budget Study Session Presentation 2-18-14
IV.6	Board Policies (all)
IV.7	Administrative Regulations (all)
IV.8	AAUP- Professional Ethics
IV.9	Tenure Review Self Evaluation
IV.10	ACCJC Letter Approval for Candidacy 3-6-13
IV.11	ACCJC Letter Confirmation of Candidacy 4-4-13
IV.12	SCCCD Website
IV.13	Integrated Planning-Participatory Governance Handbook 2014-2015
IV.14	Faculty Handbook 2014-2015
IV.15	Duty Day Agendas FA11-FA14
IV.16	Academic Senate Constitution and By-Laws
IV.17	Community College League of California Model Policy & Procedure Service
IV.18	Clovis Community College Center Website
IV.19	College Center Council Minutes SP12-FA14
IV.20	Program Review Cycle Three Handbook
IV.21	Program Review Cycle Four Handbook
IV.22	Accreditation Survey Results
IV.23	Board of Trustees Agendas & Minutes Website
IV.24	Districtwide Grant Allocation Worksheet
IV.25	Student Success Scorecard Reports 2013 Presentation to Board of Trustees 2-4-14
IV.26	Mission Statement
IV.27	Vision Statement

<b>IV.28</b>	District Resource Allocation Model Taskforce Information
<b>IV.29</b>	Board of Trustees Minutes Approving SCCCD Resource Allocation Model 1-14-14
<b>IV.30</b>	ECPC Minutes 2009-2014
<b>IV.31</b>	SCCCD Strategic Plan 2012-2016
<b>IV.32</b>	VIPJPA Annual Financial Report 6-30-11
<b>IV.33</b>	VIPJPA Annual Financial Report 6-30-12
<b>IV.34</b>	VIPJPA Annual Financial Report 6-30-13
<b>IV.35</b>	Financial Audit Report 2010-2011
<b>IV.36</b>	Financial Audit Report 2011-2012
<b>IV.37</b>	Financial Audit Report 2012-2013
<b>IV.38</b>	Board of Trustees Retreat Agenda 3-28-29-14
<b>IV.39</b>	Board of Trustees Retreat Notes 3-28-29-14
<b>IV.40</b>	Budget Study Session Presentation 2-22-11
<b>IV.41</b>	Budget Study Session Presentation 2-21-12
<b>IV.42</b>	Budget Study Session Presentation 2-26-13
<b>IV.43</b>	Budget Study Session Presentation 3-22-13
<b>IV.44</b>	Trustee Handbook
<b>IV.45</b>	Effective Trusteeship Workshop Program 2011
<b>IV.46</b>	New Trustee Orientation Day Schedule 11-25-14
<b>IV.47</b>	Board of Trustees Retreat Agenda 3-22-23-13
<b>IV.48</b>	Board of Trustees Retreat Notes 3-22-23-13
<b>IV.49</b>	Board of Trustees Retreat Agenda 4-20-21-12
<b>IV.50</b>	Board of Trustees Retreat Notes 4-20-21-12
<b>IV.51</b>	Trustee Candidate Orientation 9-23-14
<b>IV.52</b>	New Trustee Budget Orientation 9-23-14
<b>IV.53</b>	Board of Trustees Orientation Presentation 9-23-14
<b>IV.54</b>	Trustee Candidate Orientation Presentation 9-23-14
<b>IV.55</b>	New Trustee Reedley College Presentation
<b>IV.56</b>	New Trustee Clovis Community College Center Presentation
<b>IV.57</b>	Board of Trustees Self Evaluation
<b>IV.58</b>	Board of Trustees Self Assessment Workshop Agenda 6-2-12
<b>IV.59</b>	Board of Trustees Self Assessment Workshop Agenda 6-15-13
<b>IV.60</b>	Progress Report on Board of Trustees' 2012-2013 Goals
<b>IV.61</b>	Campus President Job Description
<b>IV.62</b>	Campus President's Goals 2013-2014
<b>IV.63</b>	Evaluation Form for Presidents, Vice Chancellors, and Associate Vice Chancellors
<b>IV.64</b>	College Center Council Minutes Showing Review of Strategic Plan
<b>IV.65</b>	Duty Day Vice Chancellor's Presentation FA11
<b>IV.66</b>	Duty Day Vice Chancellor's Presentation SP12



<b>IV.67</b>	Duty Day President's Presentation FA12
<b>IV.68</b>	Duty Day President's Presentation SP13
<b>IV.69</b>	Duty Day President's Presentation FA13
<b>IV.70</b>	Duty Day President's Presentation SP14
<b>IV.71</b>	Duty Day President's Presentation FA14
<b>IV.72</b>	President's Cabinet Agendas Blackboard Website
<b>IV.73</b>	President's Cabinet Minutes Blackboard Website
<b>IV.74</b>	Administrative Evaluation Form
<b>IV.75</b>	SLO Coordinator Job Announcement
<b>IV.76</b>	Program Review Coordinator Job Description
<b>IV.77</b>	President's Newsletters & Reports to Board of Trustees
<b>IV.78</b>	Diversity Committee Operating Policies & Procedures
<b>IV.79</b>	Program Review Reports Blackboard Website
<b>IV.80</b>	Department Chairs Minutes Blackboard Website
<b>IV.81</b>	Strategic Plan Priorities 2013-2017
<b>IV.82</b>	Strategic Plan 2013-2017
<b>IV.83</b>	Action Plan Funding Request Process 2015-2016
<b>IV.84</b>	Final Budget 2011-2012
<b>IV.85</b>	Final Budget 2012-2013
<b>IV.86</b>	Final Budget 2013-2014
<b>IV.87</b>	Final Budget 2014-2015
<b>IV.88</b>	Enrollment Management Data Report Showing Growth SP13-SP15
<b>IV.89</b>	Financial Audit Report 2010-2011
<b>IV.90</b>	Financial Audit Report 2011-2012
<b>IV.91</b>	Financial Audit Report 2012-2013
<b>IV.92</b>	Press Release Pathways Grant & TAG Agreement
<b>IV.93</b>	Economic Development Strategy Advisory Committee
<b>IV.94</b>	Clovis Chamber of Commerce Board of Directors
<b>IV.95</b>	California Health Sciences University Board of Trustees Website
<b>IV.96</b>	SCCCD Functional Map
<b>IV.97</b>	College Brain Trust Organizational Review Report 2-17-11
<b>IV.98</b>	New Employee Orientation Agendas
<b>IV.99</b>	Technology Plan Draft 2014-2017
<b>IV.100</b>	Educational Master Plan 2010
<b>IV.101</b>	Transitional Staffing Plan
<b>IV.102</b>	Communications Council Agendas and Minutes Website
<b>IV.103</b>	District Strategic Planning Committee Operating Agreement
<b>IV.104</b>	District Strategic Planning Committee Annual Assessment FA13
<b>IV.105</b>	Strategic Planning Activity Duty Day FA14 Photos
<b>IV.106</b>	AR 2410 Policy and Administrative Regulations

<b>IV.107</b>	Central California CCDs Employment Relations Consortium Workshop Schedules 2010-2015
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- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

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